

# BUSINESS EDUCATION WORLD

SEPTEMBER, 1961



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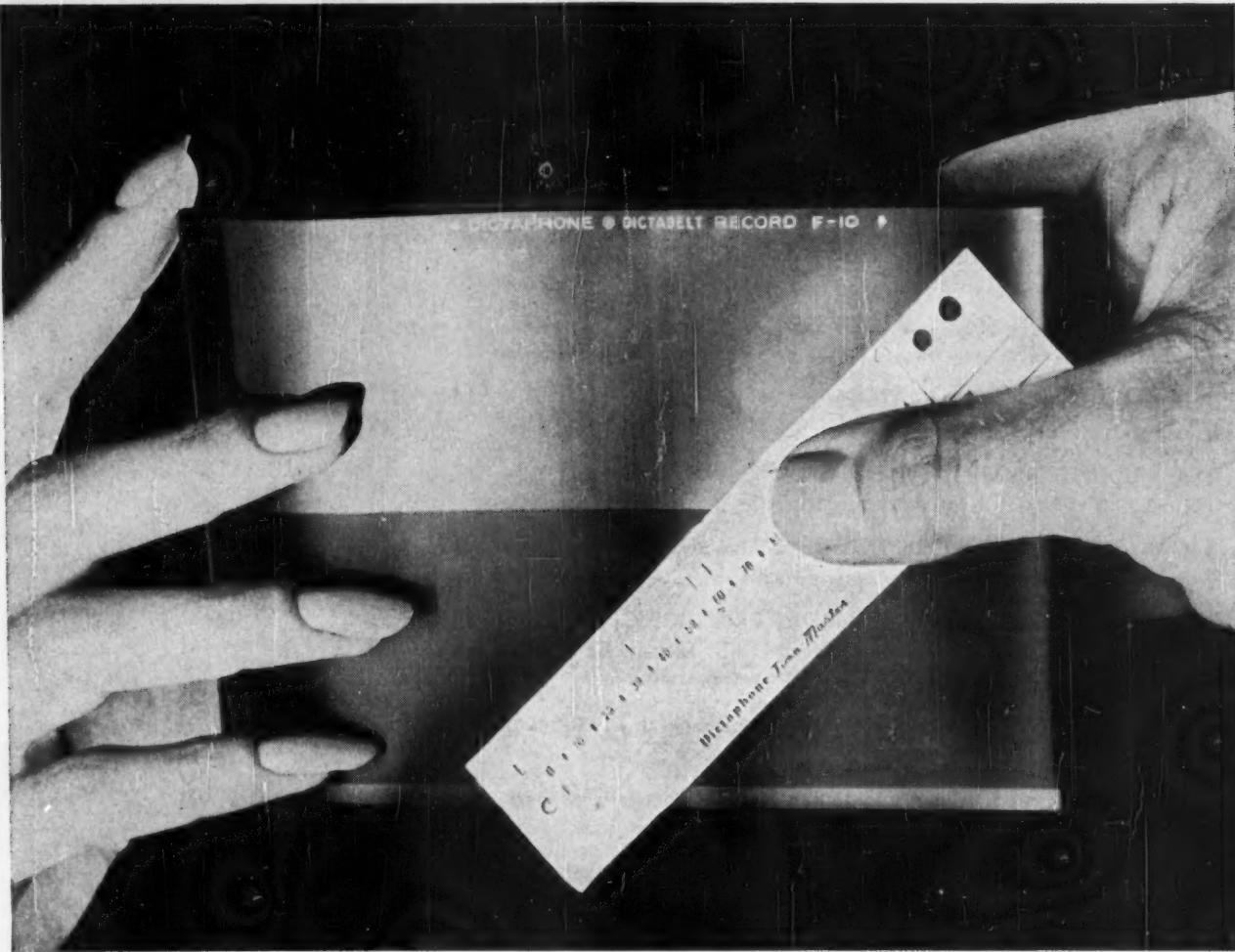
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SEPTEMBER, 1961  
VOLUME 42, NUMBER 1  
A McGRAW-HILL PUBLICATION

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Copy Editor

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HELEN H. GREEN  
MARION WOOD

Production Manager

ELEANOR PERZ



Publisher

E. WALTER EDWARDS

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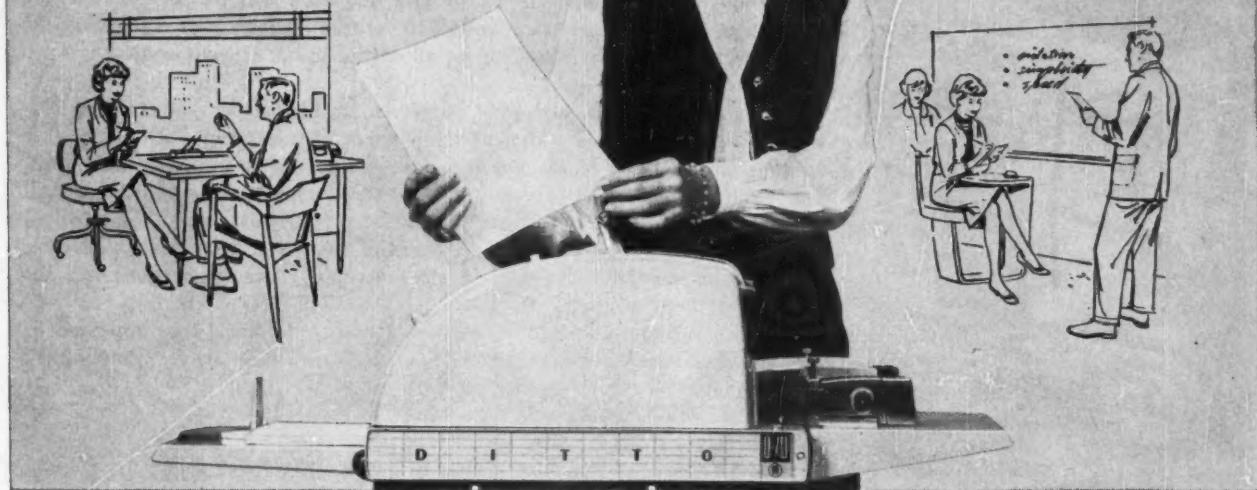
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## THE BUSINESS TEACHER'S

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ANOTHER school year brings another Problem Clinic contest. As regular readers of this department know, we offer \$25 each year for the best *solution* submitted, \$15 for the second best; \$10 for the best *problem* submitted, \$5 for the second best. The deadline for all entries in our current contest is April 25, 1962.

If you are being harassed by a particular problem, why not share it with your fellow teachers? Who knows—one of them may come up with a workable solution. On the other hand, *you* may have the answer to someone else's problem. (You're welcome to submit suggested solutions for past problems as well as those that will appear in future months.) If you submit a suggested solution, please enclose a carbon copy; we'll retain the original and forward the carbon to the problem-setter, who may be able to apply your suggestions without waiting for them to appear in print.

Here are two suggested solutions to one of the problems that appeared in our May issue; they were received too late for inclusion in the June BEW, so they qualify as entries for the current contest.

### MAY PROBLEM 1

*MY PROBLEM ARISES when my students change from manual typewriters to electric typewriters. They are all eager to learn to type on the electric (the change is made at 40 wpm), but they invariably begin to make many errors and quickly become discouraged.*

*I wonder whether any of you could advise me on what drills I might use on the electric typewriters. Also, do you have any suggestions on when the electric should be introduced—should I start my beginning students right off on the electric typewriter or is there a better time than the 40 wpm point to change them over from manual to electric?*

DIANE SKOR  
Walsh School of Business Science  
Miami, Florida

### Suggested Solutions

Dear Miss Skor:

I was interested to know that some other teacher used the 40 wpm change. We do not transfer our students until they arrive at that speed.

Before I transfer my students, I give them a small instruction manual that comes with the machine and have them "discover" how to use all the new "gadgets." I don't let them take timed writings for several days after they have transferred. If they start out slowly, I don't believe they will become so discouraged or make so many errors.

I use a booklet that is put out by International Business Machines Corp. and is called the *IBM Typing Guide*. The company furnishes a copy to each student free of charge. It has several fundamental points for electric typing as well as a variety of drills—all of them good. I let the students keep this little booklet because it has several good rules that they may refer to. I believe that the drills in this booklet help my students to cut down errors more than anything else I have ever used.

OPAL HEATHERLY  
Rich Hill High School  
Rich Hill, Missouri

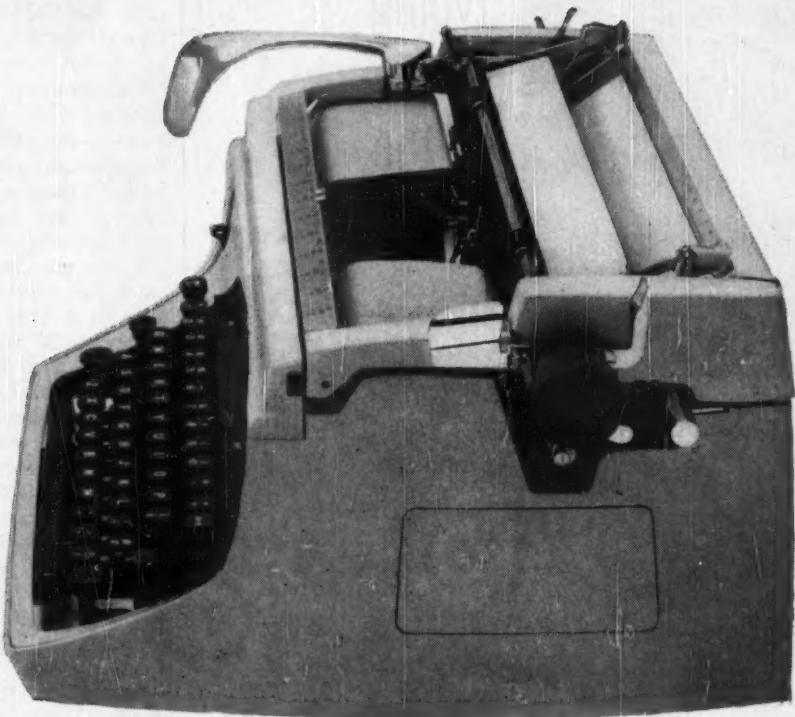
Dear Miss Skor:

In addition to meaningful practice, it is my feeling that students should be psychologically prepared for the transfer from manual typewriters to electric typewriters.

Students invariably have the incorrect notion that as soon as they start typing on electric typewriters they will be able to type faster and better. When the transfer is first made, however, they usually find that they can't type as fast as they did on the manual and more errors occur—naturally they become discouraged.

A discussion of the following facts will better prepare your students for this transfer. Only when students do not know what to expect do they become discouraged. Inform your students that an electric typewriter will

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only type faster if the typist can move his fingers faster. The difference in touch may cause him to make more errors at first, but he should improve with familiarization on the machine. One of the main advantages of using an electric typewriter is that it takes less effort to operate, thereby reducing fatigue. Also, because the type bar striking the paper is controlled electrically—not by the force with which a finger strikes a key—the typewritten product will have a very neat and even appearance.

Guide your students' initial practice on electric typewriters by having them type at a very slow controlled rate of about 20 wpm on straight copy material. As a student progresses, let him try 30 wpm, and then 40 wpm. By typing at a slower controlled rate, the student will make fewer errors, be able to concentrate on developing a lighter touch with less wrist movement and at the same time he will be building confidence in his typing ability. After several periods of controlled typing, stress the correct and efficient use of the carriage return key, tab key and those keys with automatic repeat action.

After your students get the "feel" of the electric typewriter, it is then time to have them press toward higher goals in accuracy, speed and production.

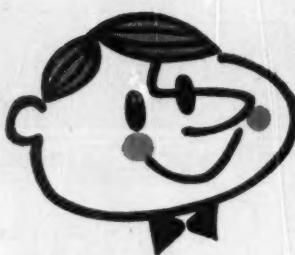
To teach individual students to type at a specific controlled rate, you may wish to use the following method. Teach your students to set the pace for a particular speed by using the following words: 20 wpm, New York; 30 wpm, Ten-nes-see; 40 wpm, Al-a-bam-a. This method may also be used for group instruction if led by the teacher. Typing to music records is also very satisfactory for a group.

The following are my reasons for teaching beginning students on the manual typewriter. After they have become competent on the manual, the transfer is then made to the electric typewriter. (1) It seems to be easier for most students to soften their touch on the keyboard rather than to have to increase their stroking pressure on a manual after having first learned on an electric typewriter. (2) Students tend to have more enthusiasm for being able to type on an electric after starting on a manual. (3) By starting on a manual typewriter, students are more apt to gain extra typing practice on their manual typewriters at home—which a majority of students today have.

I sincerely hope the above material will be of some value to you in your typing classes.

JAMES A. PARFET  
Cumberland Valley High School  
Mechanicsburg, Pa.

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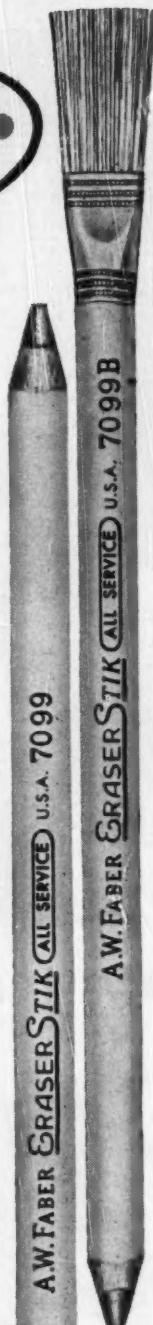
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**ORRIN A. ENGEN**

Warren (Minn.) Public Schools

MY FILE of bookkeeping practice sets is bulging at the seams. I wrote the sets myself. Each one is labeled for a specific chapter of the textbook.

Students do not get enough bookkeeping practice by doing only the work given them in the book; nor can they learn bookkeeping by simply hearing the teacher tell them about it. Writing a set is not a formidable job, because the set need not be long; in some cases, it *should* not be long. Limit the transactions to those necessary to accomplish your purpose. Even more attractive, from the point of view of the time element, is the fact that students' work does not take long to correct. Key spots such as the profit in the worksheet and the profit and loss statement, as well as a few accounts in the ledger, can be checked at a glance. It is easy to see if a student has not been doing his own work by checking for missing parts. Explain to your students exactly the order in which you want the pages stapled together.

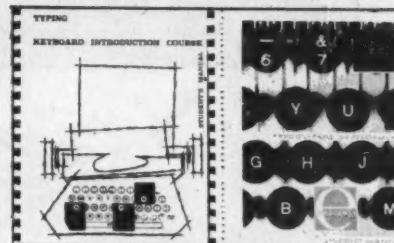
I maintain a stock of all the different kinds of bookkeeping paper on a shelf in my classroom. This enables students to get practice in selecting the kinds of paper they will need to do the set.

Students seem to prefer to do a problem (practice set) from start to finish, rather than only a part of a problem here and there. When they use this method, they are always sure how the whole picture is fitted together. Of course, you must drill occasionally on certain elements of bookkeeping; but I am of the firm opinion that one entire practice set (a short one) per chapter is not too much work. Give students some time to do their work in class. I assure you that they will do more homework with less complaining under this system than under any other.

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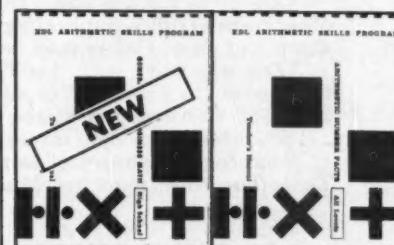
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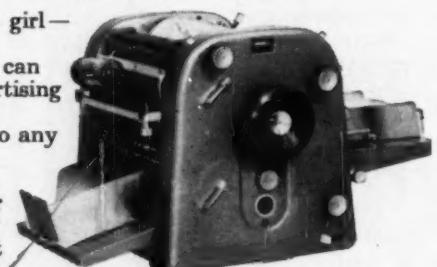
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## How to Use Multiple-Channel Tape Dictation In Shorthand

### 1. How to Set Up and Use the Equipment

**RUSSELL J. HOSLER  
ELLEN L. LENSING**  
University of Wisconsin, Madison

AS ONE of the activities of the Wisconsin Improvement Program,\* a study using electronic equipment in the teaching of shorthand was undertaken at East High School in Madison and at Washington Park

\* Conducted at the University of Wisconsin in co-operation with eight school systems in Wisconsin. Dr. John Guy Fowlkes, Director. The Wisconsin Improvement Program involves experimentation in many aspects of education at the elementary, secondary and college levels and is sponsored jointly by the University, the Ford Foundation and the following eight Wisconsin school systems: Hales Corners, Janesville, LaCrosse, Madison, Manitowoc, Racine, Wausau and West Bend.

High School in Racine. The study was started beginning with the second semester of the 1959-60 academic year, and it involved the teaching of second-semester shorthand classes.

Electronic equipment was used in the experiment to provide a maximum of four different programs, or speed levels, of dictation for shorthand instruction. Each student could select any one of four programs.

The equipment included four tape playback decks on which prerecorded reels of tape could be placed, a different dictation-speed level on each deck. Wires carrying the sound from all four tape decks were laid to each

student desk, and each student selected the desired channel by moving his individual control switch to the program he wanted. He then received dictation for his writing practice through earphones.

The staff at the University of Wisconsin prepared the prerecorded materials. (The dictation was taken from materials published by the Gregg Publishing Division of the McGraw-Hill Book Company, Inc., and was used with the permission of the publisher solely for this experiment. These tapes are not available for use in other situations.)

Approximately 200 prerecorded

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**BUSINESS  
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## MULTIPLE-CHANNEL TAPE DICTATION (continued)

programs (100 reels) were provided for each of the two schools. Each reel of tape contained two programs, one on each side of the tape, and each program had a maximum length of approximately 35 minutes although the teacher was free to use less than a complete program whenever she chose. In general, material placed on the tapes was dictated in one-minute segments and each segment was dictated three times, each time at a higher speed. The segments were combined at the middle speed into two-minute and five-minute takes.

The electronic equipment used in the experiment was custom-designed to specifications drawn for the requirements of the experiments. Four primary elements were involved: the console housing the tape decks and the power units, the remote control panel for the teacher's desk, individual listening stations for each student desk and portable listening stations for the teacher's use as she moved about the room.

### Console Specifications

The console was built by a cabinet-maker to hold four standard tape decks in horizontal position. In one school the decks were placed as shown in Illustration I, with two decks on one side and two on the other. The other school placed the decks side by side in a longer and narrower cabinet. Space requirements of the individual classroom may dictate the most suitable arrangement. "Butterfly" covers permitted the console top to be closed and locked when the equipment was not in use. Storage drawers, three on each side of the console arrangement in Illustration I, were provided to house the tape library and other materials. A hinged door permitted the compartment to be locked. Because of the width of the storage compartment, it was necessary to use a folding door in order to minimize the space needed to open the door. The second school's console provided shelves for storage, with sliding doors that permitted the storage space to be locked.

Illustration II shows an end view of the console that had the tape decks mounted back to back.

Four tape decks were housed in the console, three of them for play-

back only and one for both playback and recording. These were equipped with half-track heads. The decks could accommodate tape reels up to 7 inches and be played at either 3½ or 7½ inches per second. Four separate power amplifiers of about 15 watts per channel were installed to boost the power of each preamplifier to a level appropriate for multiple listening stations. Finally, a separate power and relay unit was used to operate the remote control panel.

The remote control panel was designed to permit the teacher to start and stop any one or all of the tapes from her desk, to listen to the dictation being received on any channel and to talk through a microphone to students working on any one or on all of the channels. This panel was used in only one of the co-operating schools; and such a panel proved to be a very useful addition, especially if the classroom design is such that the console controls are not readily accessible to the teacher. The remote control panel did, of course, increase the cost somewhat and present certain technical problems.

The remote control panel, shown in Illustration III, was equipped with two main power switches and indicator lights to show when the power was turned on. One switch controlled the power for the tape decks, the other controlled the power amplifiers. Four start-and-stop switches—one for each tape deck—with green indicator lights to show when tapes were running, enabled the teacher to start and stop any one or all of the tapes at will.

A listening station for the teacher was provided at the remote control panel. It consisted of a headphone jack, a two-circuit, four-position selector switch and a volume control. By adjusting her selector switch, the teacher was able to listen with her headphones to the dictation being played on any one of the four decks.

A microphone jack completed the remote control panel. The microphone was a standard push-to-talk type that carried the teacher's voice to the students' listening stations when a channel switch was in the stop position. The teacher did not have to use a selector switch for the microphone; stopping a tape automatically opened a given channel to

the microphone. This enabled the teacher to talk to students working from any one channel or to any combination of the four channels simply by stopping the tape (or tapes) with the appropriate channel switch and talking into the microphone.

It should be emphasized that the remote control panel is not a necessity for the successful operation of the equipment, and it was not used in one of the two schools participating.

### Listening Stations

Thirty listening stations were provided for students, each at an individual desk. The equipment could, of course, be adapted to far more than thirty stations; but thirty provided a sufficiently large installation to accommodate any shorthand class participating in this experiment. One pair of #22 wire was laid for each channel in #41 Wiremold raceway from the console to the individual desks. An outlet was provided at each desk, and multiprong (octal) sockets at each outlet permitted the entire system to be unplugged from the floor outlets. Experience indicated that a common ground wire for the four channels was conducive to cross talk between channels and it proved necessary to switch ground on each of the channels separately.

A selector box was installed on each student's desk, as shown in Illustration IV. This was made up of a two-circuit, four-position selector switch, a volume control and a headphone jack. Wires leading from the selector box were plugged into the floor outlets.

Earphones used in one school were the flexible-tube type for binaural hearing commonly used with dictating-transcribing machines. The other school used lightweight brush headphones.

In order to permit the teacher to move about the room to observe and guide the students, a portable listening station was provided so the teacher could listen to the dictation a student was receiving while she watched the student's work. Three such portable listening stations were provided in each classroom, one for each aisle.

The components of each portable listening station were a sound cable

(Continued on page 30)

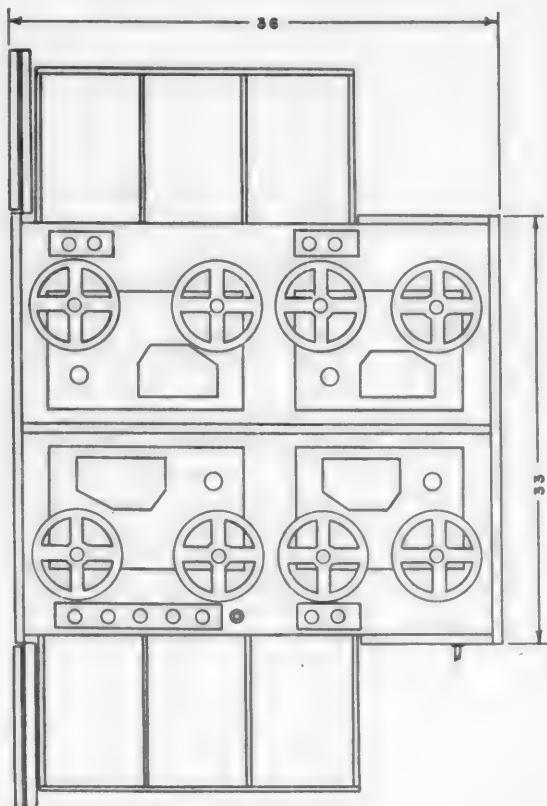


ILLUSTRATION I

### SETUP FOR MULTIPLE-CHANNEL TAPE DICTATION

ILLUS. I: Top view, with tape deck and storage drawers exposed. ILLUS. II: Sectional end view —tape storage compartment on left, equipment compartment on right. ILLUS. III: Remote control panel. ILLUS. IV: Front view of student's desk, showing location of student's control box.

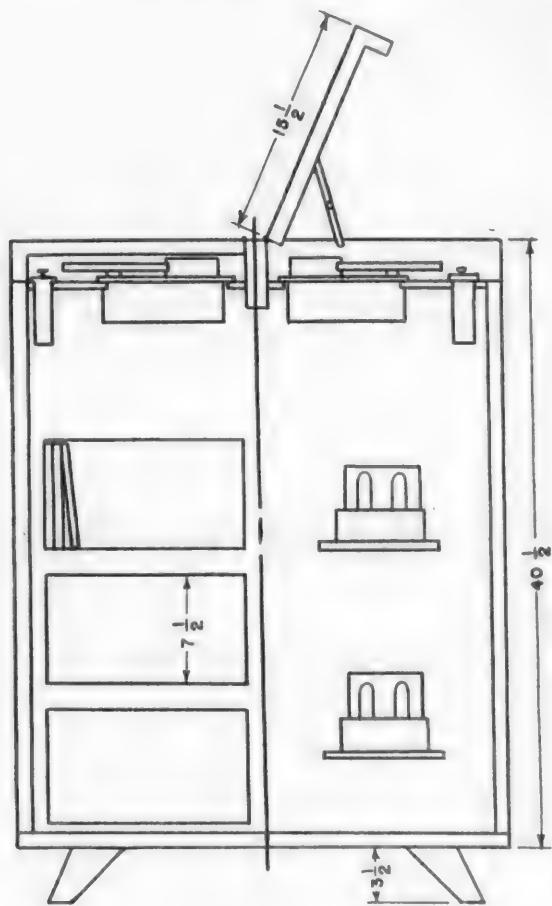
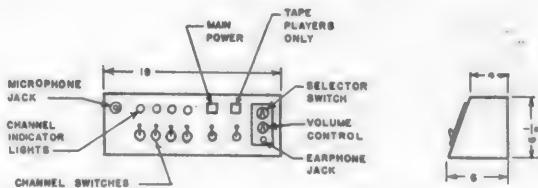
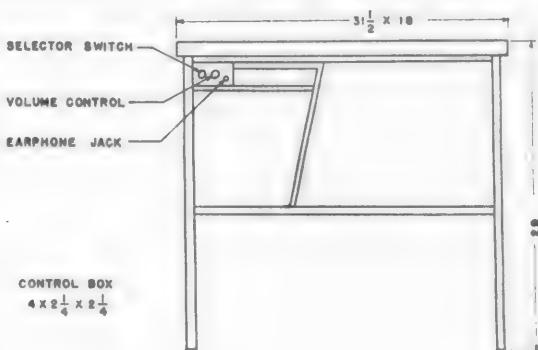


ILLUSTRATION II

### ILLUSTRATION III



### ILLUSTRATION IV



JERRY HOFFMAN

Lakeview High School, Decatur, Ill



BY EMPLOYING "team teaching," most secondary school business education departments can increase instructional effectiveness.

Through genuine co-operation, frank assessment of individual abilities and worthwhile exchange of ideas, a group of teachers can, by combining their efforts, teach a single course for maximum benefits to students. For instance, in a basic business introductory course, one teacher can present the concepts about economics, another can take over the class in units on accounting and still another instructor can present the work on business machines. With the talents of three teachers put to use in this course, the background and special study of each teacher can be made available to the students. A teacher with special skill or knowledge in a given area tends to do a more outstanding job of instruction in that area than does the teacher who is expected to be a jack-of-all-trades. If the administrator who constructs the schedule is a good co-ordinator, this kind of operation can become an effective reality.

Although individual teachers may have the background to give better instruction in some areas than in others, the term "team teaching" does not necessarily imply that two or three teachers must carry on all the instruction for one group of students. We often tend to forget the numerous resource people available

## Team Teaching Spells

*A group of teachers can combine their efforts*

in our own communities. A teacher who presents in bookkeeping a unit on income tax may wish to call in personnel from the Internal Revenue Service or a local accounting firm. By doing so, he is not admitting a lack of confidence in his abilities; rather he is enriching the unit he is presenting. The talents of resource people can be utilized in the areas of salesmanship, business law, shorthand and typing, too.

Generally speaking, there are two mechanical methods of scheduling to make team teaching a possibility. One is to schedule three sections of a course at one time, with the teachers rotating between the classes. (If we use average class sizes as the yardstick for student distribution, this method would demand a school of 500 students with an enrollment of 82 in the beginning course.) The other method is to stagger the preparation or planning periods of teachers so they can vary their free period, depending on the unit they are working with at the time.

This is a modification of the Trump Plan of instruction as advocated in J. Lloyd Trump's interesting booklet about tomorrow's schools, *Images of the Future* (prepared for the National Association of Secondary School Principals, Commission on the Utilization of Staff in the Secondary School). If we are to improve the quality of instruction for business education students, certainly we need

to consider the better employment of human resources.

Experimentation with this method of instruction has shown increased achievement and better student motivation here at Lakeview High School, where it has been in operation for the past two years. Students tend to respond better when the teacher is considered the subject "specialist" and when the instructor changes with unit changes in courses.

#### Vary Class Size

This approach is a prelude to a transformation that can result in a totally new school organization. The lock-step method of scheduling, which is built around single class sizes of 30 students, can be changed to involve classes of varying sizes. This is another recommendation by Dr. Trump—and a more significant one.

In this forward-looking view, when content is being presented, a class may have 50 to 200 students. When, however, students are working on individual learning problems or reinforcing their knowledge, they meet in classes of 7 to 15. This implies a new school organization. Instead of meeting with the same size class each day, the teacher faces classes of different sizes on different days. One day he may present bookkeeping to 90 students in the motivation, presentation, exploration or evaluation stage. On another day, the same or

a different instructor may meet with a group of seven students to check progress, answer individual questions, stimulate discussion or prescribe individual aids to realization of concept understanding.

How many of us are faced with the problem of gearing our instruction to meet the individual needs of our students? For example: The Turse Shorthand Aptitude Test is administered to prospective shorthand students and much time is spent with them in counseling sessions; but we are still presented with the problem of having only one shorthand class, consisting of students of both high and low abilities. By using ability grouping and flexible scheduling, we are likely to be in a better position to meet individual needs and cope with whatever problems may arise.

Another advantage of the team approach to instruction is the help one teacher can give to another in strengthening skill in instruction. Both the doctor and the lawyer freely use the talents and knowledge of their fellow professionals in performing their tasks. Why shouldn't teachers pool their knowledge and abilities for the benefit of their clients, the students?

A vital addition to any good team of business teachers should be mechanical or electronic aids to instruction—tapes, flannel boards, films and filmstrips. Student recall ability is 45

(Continued on page 33)

# Progress in Business Education

*to teach a single course for maximum benefits to students*

If it becomes an integral part of school activities, the business department can practice the good inter-departmental relations its teachers stress in class

# BUILD A

## R. W. McGINNESS

Buchser High School, Santa Clara, Calif.

**C**AN YOUR business department claim to be an integral part of the school's activities, or is it just another department, sufficient unto itself? To broaden the question, are business teachers in general practicing the interdepartmental relations that they teach in their classes?

Are we co-partners, or do we become "de-partners" as soon as the school bell rings? A few minutes after school, an occasional Saturday, a day or two during the week before the school term begins can be spent in organized activities that pay off in greater harmony, efficiency and satisfaction.

Where do we begin?

At lunch recently, one of our business teachers mentioned that too many of her students had difficulty with basic arithmetic. Further discussion and investigation revealed that many of them had either forgotten part of the multiplication table and were too ashamed to admit it, or they had never learned it.

We worked out a duplicated multiplication table on a sheet of paper 4 x 4 inches in size, and the library furnished glue. Now every textbook in the business department has one of these tables glued to the back inside cover. As a result, the beginning and remedial mathematics

classes in the math department have requested that we run off copies for them, too. We are planning to develop a fraction conversion table as well.

This illustrates the kind of concerted action that we business teachers have instigated in our department. Developing the habit of co-ordinating the efforts of teachers in our own department becomes "bread on the waters." Let's take a few other examples to see the different ways in which this happens.

### Tape Dictation Setup

Stenography teachers in our department showed concern over student dropouts at the end of the first year. Too often, students had become discouraged when they were not able to maintain the pace of faster learners. Perhaps taped dictation with half the class wearing earphones would enable the teacher to give more individualized or small-group attention for part of the class period.

This set off another co-operative venture. The idea was outlined and discussed with the administrative and audio-visual personnel. Since beginning stenography classes were scheduled in two different rooms, we needed a portable set. Surplus earphones, jacks, wiring and jackboxes (each with four outlets) were soon available, thanks to the audio-visual

and the industrial arts departments.

Business teachers circulated their success story. The language department began borrowing our equipment. They used it to improve oral work in Spanish and French. Now, with Federal aid, they have equipment of their own.

One of the stenography teachers borrowed the idea of laying a transparent sheet over the shorthand textbook pages, in order to protect them as the students traced the outlines with a ball-point pen while the teacher or the recorder dictated the lesson. Smaller outlines, increased speed and more satisfied students were the result. Soon celluloid protector sheets were on sale in the student store.

The business math teacher wanted to make her course more meaningful. Well, we decided, why not loan her three adding machines when they were not being used? Later, when the six-week term was up, grades throughout the school had to be averaged in a hurry. "Can we teachers come in and use your adding machines after school?" Certainly they could. Operational review, scheduling and even a little extra time were needed, but the effort was worthwhile.

The student store needed more volunteers. The instructor in charge of the store offered to explain its operation in a sales class, then asked

# BUSINESS "CO-PARTMENT"

for volunteers. Students enjoy the prestige of this kind of job; besides, they want to learn to operate a cash register. Then, too, what better way is there to learn about a store inventory than to take part in it? On the last day of each month, students came in from business math or sales classes to take inventory and to record and extend costs.

## Uniform Materials

On another occasion someone asked, "Why do we have to grade papers with wide and narrow ruling, on paper that glares, and with different-colored inks?" Everyone concerned took a second look at the procedure. The result: The store now handles only collegiate ruling (a happy medium), and only blue and black ink or ball-point pens may be used by students. The ruled paper is a light green tint—easy on composition-grading eyes. Not all students buy from the school store, but even those who don't are co-operating with the teachers, since they find nonglare paper an advantage to them, too.

Other requests have come to the store from the math department for a sturdier, more economical compass and a professional slide rule that students could afford. In fact, requests come from every department in the school. "How about selling materials for art classes, club pins, school rings, emblems, decals?" "Can we rent the

graduation caps and gowns through the store?"

In all cases, if it's convenient and it's what the students need, the answer is, "Yes." Our store policy is to serve the school—students as well as teachers. All profits help to defray student-body expenses.

English and social studies teachers requested that the store handle pocket-size editions of popular and historical literature. Joint meetings with the administrators and within the department resulted in revised, updated reading lists for book reports and research papers. We found a local supplier who would sell pocket editions on consignment, provided they were not handled by prospective student buyers. Each English and social studies teacher posts a list of books available in the store as well as those available in the school library. Results have been gratifying in an unexpected way. Some students have difficulty organizing their time or getting to the local libraries, so the student store is convenient for them. However, we have also seen a considerable rise in interest in books of all kinds available in the school and the local libraries; sales of pocket editions have increased nearly 25 per cent in some of the local stores.

Ideas are often brought forth at our monthly department chairman meetings with the school principal.

If they are not well thought out, they can receive some unexpected treatment from friendly hecklers. Two years ago the business chairman quietly ventured an idea: Although his two classes of office practice students were by no means skilled artisans, they needed live ammunition and battlefield conditions. A few had taken one year of stenography and all had had two years of typing. These students would type mailable letters, if the original were presented in legible writing or dictated at acceptable rates. Supplementary materials and test duplicating masters would also be run off by these seniors for teachers of lower-classmen, if they were allowed adequate time to complete them.

By the time ten department chairmen had notified forty teachers the next day, the office practice teacher wished he had twenty professionally trained secretaries. The first three weeks were hectic, but teachers and students learned to organize their time, efforts and expectations so that, by the end of the semester, both groups were learning more about each other and about co-operation.

Our co-partment spirit isn't always confined to the teacher level. For example, the registrar's secretary needed help with a filing problem. Did we have any ideas? Empty file folder containers from the student store solved her problem; in a closed

## "CO-PARTMENT" (continued)

position three sides were taped shut, the third side having been cut open to hold loose forms firmly in the files.

The registrar developed a registration guide that counselors, their counselees and parents could use to determine courses for the next year or to decide on projected courses for the next three years. "We planned to run it off ourselves, but we're behind schedule. Can you lend a hand?" Once more the answer was, "Yes."

"About this new high school we're building—what should we use as a guide to decide how many books, supplies and pieces of equipment we need for next year? And can we get it typed in triplicate?" department chairmen asked. We could and did help them.

"School custodians can take more pride in their work if they have a little more time to clean." The business department co-operated. The chairs were on the typing desks at the end of the day. Materials were put away, the floor cleared of papers, windows and doors closed and locked. It took only a few minutes each day.

Three times during the last two years, our PBX switchboard operator has been ill enough to be away from school for two or three days. Ordinarily this would be no problem, because other office personnel could be found to take her place; but when there were none, business students took over during their free periods. The operator has been helping to train office practice students on the switchboard on a rotation basis, spreading three weeks of training through the year.

Do other departments co-operate, too? Many examples confirm the fact that they do. One involved a local supplier of gym clothes who wanted to know how big an order to place with manufacturers next fall. The physical education teachers co-operated by letting the student store operators know all students' clothing sizes in every category from girls' blouses to boys' gym shoes. It was expected that 750 freshmen would enroll next fall. Figures and sizes were projected for the supplier so that he could avoid under- or over-stocking, and the student store kept students and parents contented—gear was on hand when they wanted it.

One typing teacher had seen a

picture of a plywood keyboard-review chart with interchangeable key guides. She wanted one made for her. Did the industrial arts chairman co-operate? Certainly! After all, his supply requisition and year-end inventory is the longest one that the business department types. Blackmail? Not really. The only other department that can compete with industrial arts with job requests for the business department is the science department. Maybe we'll need them one of these days, too—to find a ribbon-renewing ink or ingredients to make it, or a method of deodorizing kerosene or paint thinner to clean typewriter keys at wholesale prices.

### Typing Standards

Business teachers were dismayed by the strikeovers and poor typing workmanship allowed by other teachers on term papers and book reports. What steps did we take? Well, the student store now stocks an adequate supply of coated erasure sheets, as well as the standard typing erasers. We recommended a few simple rules that teachers in other departments use as a guide for margins, erasures and general form. In their turn, the English and social studies departments co-developed a term paper guide based on college standards. It is introduced in the sophomore year, when most business students take their first typing courses. Those students who do not meet typing standards are requested to write their term papers in longhand until they are able to type adequately.

Another idea began in the math department and spread to other departments. In our short four-year history, our faculty has grown from twenty to eighty teachers. Next year, fifteen teachers will form the nucleus of a new school. That means new teachers to be trained and ideas, plans and aids to be exchanged. In the business department, brochures, articles, teaching aids, outstanding student projects and term papers are filed by subject matter or area, and an index is typed in triplicate to be used as a guide for the new business department. Extra copies of all successful tests, lesson plans, projects and curriculum guides are filed so that, whenever a new teacher comes into the school or one of the present staff is expected to teach another business subject, he has a well-

stocked source of aids. Copies of these will be available to the faculty of the new high school. Typing skill standards, curriculum guides and objectives have already been co-ordinated with the original high school in our district. If textbooks are to be renewed or changed, or the curriculum reviewed or revised, any steps taken will be the result of co-operative action.

Student advertising managers for the school newspaper and yearbook staffs were having difficulty lining up local merchants this year. Those merchants who advertise in the school paper or yearbook now get top priority in our student store display windows. Sales classes and store personnel planned, organized and set up displays as part of their training. Two co-operating merchants have already hired office practice girls to work part-time in their stores next fall. (An office practice girl's training includes writing up sales, handling the cash register and inventory for three weeks each year.)

What do business students gain from such co-partamental training?

- They see co-operation in action; they are a part of it.

- They have a chance to develop and apply their skills before making a final decision either to begin their careers or to continue their education. Many of our students have been hired because of their on-campus experience, or because they are more thoroughly job-oriented in office work than most business graduates.

- When students work in and for so many departments of the school, teachers are constantly aware of them as individuals and can more confidently write adequate recommendations for them when they become job hunters in June. In fact, business contacts of teachers and office personnel are a prime source of job opportunities.

May I suggest one final idea for a co-operative venture? All departments should get together on a standardized answer-sheet form for tests. Why cut ten different stencils, then run off 250 copies of this one and 100 copies of that one? Why not get together and develop a standardized form at your next meeting? Not everyone will agree, but it takes time to absorb new ideas and new methods. It takes time to develop better interdepartmental relations. Why not begin at your school?



## The Multiple Image of the D.E. Co-Ordinator

The faces of a co-ordinator are as varied as the phases of his job

**PATRICK A. CARLO**

Vocational Education & Extension Board  
Mineola, N.Y.

THE ABILITIES of teachers are measured in various ways. But a true evaluation of any teacher can only be made if a certain intangible item is included: the image the teacher creates in the minds of his students — the way students see the teacher. For example, the industrial arts teacher is seen by his students as an excellent craftsman or mechanician; the history teacher should be visualized as a very interesting storyteller; the kindergarten teacher is a "mother"; the art teacher is an artist. Without creating these images, the teacher will not be so effective as he might be.

In the same way, the distributive education co-ordinator must create a certain image in the minds of his students. This image, however, is not singular but multiple. That is, it should be somewhat like a multiple-exposure photograph, only not blurred but clearly outlining several images in the one person. This is necessary because the teacher-co-ordinator's

position is many faceted; he teaches, he counsels, he places and he co-ordinates. Students, teacher-co-ordinators, school administrators, parents and businessmen all see him in these several roles.

One of these images is that of "salesman." Students invariably see the salesman image in a good co-ordinator. Heard very frequently is the complimentary comment, "Gee, what a salesman Mr. Smith is!" This salesman image is no accident, nor is it imaginary. The students see an alive, vital, on-the-go, always-thinking person — a description very similar to their vision of a good salesman. The co-operating merchant will often comment to the effect, "He sold me on the program — and now I'm glad he did." The businessman also does not generally consider the co-ordinator as a teacher but sees him primarily as a friend, assistant, associate and consultant.

Similarly, the co-ordinator is seen by a school administrator as a salesman for the entire school system, as well as the D.E. program. He is a member of local service clubs, knows many merchants on a first-name basis and

constantly has the opportunity to sell the school to the business community. The students consider the co-ordinator not so much as a teacher but as a member of the distributive field who comes into school to assist them. He oversees the school store with marked efficiency and great knowledge. He has the ability to make the sales laboratory full of genuinely rewarding experiences because he shows them "how we do it in business." The various reference materials and business magazines he makes available and his closeness to merchants and other businessmen strengthen this image the students have of him.

The co-ordinator's knowledge of careers in distribution, and the paths that lead to successful performance in these careers, is the focal point of the next image. His ability to assist in scheduling to provide released time so the students may leave school early to go to their work stations; his knowledge of executive training programs, of two- and four-year colleges that offer advanced training for a career in distribution; his ability to

(Continued on page 30)

# What a Complete Work Experience Program Involves

*How Whittier has evolved California's most diversified work experience program*

**KEITH RAY**

HELPING high school students to choose their careers wisely and assisting them in preparing for their chosen fields is one of the numerous tasks facing educators throughout the nation. This problem has been met successfully by the Whittier (Calif.) Union High School District with a work experience education program that has become the largest in scope and most diversified of its kind in the state, according to the state department of education.

Whittier's expanded program, however, achieves this distinction with its diversity, not with the number of students who take part in it—although more than 1,000 students in six schools participate annually in one or another of the six phases of Whittier's program.

Designed in each case to meet the needs of students through classroom instruction and practical experience, the six phases are: exploratory work experience education, released-time education, pre-Christmas merchandising, Business Visitation Days, "Your Schools in Action" (highlighted by a full day of actual work in local business) and distributive education.

The success of the work experience program is a tribute to 34-year-old

Norman Eisen, who founded and directs the program, and to the vision of C. H. Wennerberg, who originated the project in 1951, when he was superintendent of the high school district.

Ten years ago, Wennerberg felt that the high school district, which at that time consisted of only one school (the latest school, just opened, brings the present total to seven) was training too few students in the wholesale and retail fields, which had large and expanding labor forces. He introduced merchandising and salesmanship courses as part of the curriculum at Whittier High School.

Aware that students couldn't learn everything from books, Wennerberg hired Eisen, then 24, for the sole purpose of developing and co-ordinating the program he envisioned.

Behind each succeeding phase that was added to the program lay an idea, a need and an objective; and each phase was different in scope from preceding phases.

The first program to be inaugurated was distributive education, with the district's expenditures reimbursed by the state. The program was based—and continues to be based—on thorough training in display and merchandising at either the wholesale or retail level. Also, students whose fu-

ture vocations center on working with the public, whether in stores or as social workers, are assisted by distributive education with a course in public speaking and coping with various types of personalities.

Parents have expressed overwhelming approval of distributive education because, like other phases of the total program, it provides an opportunity for their children to assume responsibilities of an adult nature while they are still in school. Merchants in the Whittier area have commented that students from distribu-



**NORMAN EISEN** developed and directs Whittier's work experience education program, the largest of its kind in California.



**EXPLORATORY WORK EXPERIENCE PROGRAM:** The first step of this phase is an interview conducted by trained personnel, after which the student is sent



to observe the duties she may someday assume as a career. This student is learning the duties of a practical nurse at a Whittier hospital.

tive education classes are qualified, productive individuals who have assisted them by learning job requirements rapidly as a result of the thorough background in business that their school work has given them.

Distributive education was set up for those students who planned to join the labor force immediately after graduation from high school. But students in the college preparatory course, as well as those who were undecided about what they wanted to do after high school graduation, presented a different problem. District officials knew they couldn't find jobs for these students in professional fields; but they also knew that if a student hasn't worked at a profession he knows very little about it. However, since both types of students could use vocational guidance, Superintendent Heber H. Holloway and Dr. Charles E. Wallace, assistant superintendent in charge of educational services and Eisen's chief, set up the exploratory work experience education phase of the program.

In the EWEE phase, students are assigned to work with adults who are engaged in activities related to the student's occupational or academic interests. In contrast to the other five phases, each of which requires that a student actually work at a job, EWEE is a program of on-the-job observation; the student is remunerated, however, as in the other phases.

Before a student is assigned to a participating firm, his record is

screened by an EWEE adviser at his school in an effort to match the student's aptitudes and interests with his field of observation. After the screening, which also takes into account the flexibility of his class schedule, his citizenship record and any transportation problems involved in his EWEE participation, the applicant is referred to the district office. Before he registers, he looks over a list of occupational choices available as training stations.

#### Help from the State

Whittier's total work experience program is so large that, except for the EWEE phase, the California State Department of Employment has assigned three women to Eisen on a half-time basis to pick up the trainees and give them referral slips to their training stations. In the exploratory program, however, the referral is made directly through Eisen's office. The students are assigned to a "trainer" for approximately three weeks during their hours of observation. Although they are not required to take an active part in the business, they are under the constant supervision of district personnel or business administrators.

The entire Whittier community has become a laboratory for young people, since the high school district has established training stations through the co-operation of local firms. For example, observation points include the Presbyterian Hospital's radiology lab-

oratory, dietary kitchen, business and central supply offices, the receiving and storeroom department, the pharmacy and the medical, surgical, pediatric, obstetric and orderly rooms. Other training stations in Whittier include the College of Osteopathic Physicians and Surgeons, dental, architectural, veterinary and government offices and the *Daily News*. The nearby Santa Fe Springs area has provided geological and industrial training stations.

After the completion of each observer's term, the district, in an effort to evaluate the program, asks students and parents to comment on it. A typical comment by a student is: "Experience is invaluable and much better than any written test could be." Parents praise the program because it enables children to compare their dreams with reality. One mother commented that she knew of no better way to test a child's fancy than to show the child the concreteness of the life situation.

In arithmetic classes, four and four may simply equal eight; but to students involved in released-time education, the figures add up to a salaried part-time job.

The "four-four" program, officially known as released-time education, is a plan whereby students attend classes four hours each morning and work four hours in business or industrial firms during the afternoon. Its purpose is to provide job experience in which students can apply vocational skills

## WORK EXPERIENCE (continued)

taught in the classroom. In a number of cases, students are employed by the high school district. However, they do not work at the school they attend. Paid a "trainee wage," students may receive up to one unit of high school credit for a year's participation in the program. They are required to work twenty hours a week to obtain the credit.

(A program integrated with the "four-four" system is the "five-three" phase, in which students attend school for five hours and work for three; however, 90 per cent of the students choose the "four-four" program.)

Typical examples of released-time education students are those who study journalism in the morning and work for a daily newspaper in the afternoon, or study secretarial subjects in the morning and work in offices in the afternoon, or learn merchandising and salesmanship in the morning and work as salesclerks in the afternoon.

Assisting Eisen in the work experience program for the district is Mrs. Madeline Pflaum, an employee of the State Department of Employment in Whittier who is assigned to Eisen's office. According to Mrs. Pflaum, the Department of Employment has long recognized the need for service to local high school youth. The department and the district have for a number of years worked hand in hand in assisting area youth to find jobs corresponding to education classes. The procedure requires students to be studying course work concurrently with on-the-job experience. The classroom exercises must involve the same subject content as the field of employment.

Mrs. Pflaum, who serves as a full-time youth co-ordinator, spends most of her time interviewing students at all six district schools. By assisting the students with job applications and counseling on employment, she becomes familiar with each student who applies for work and is able to aid employers in filling job vacancies. School counselors as well as parents are consulted as to a student's citizenship and ability before he is placed with a firm. The consent of parents and counselors is required.

There are many students who, for a variety of reasons, are unable to participate in the program during the school year. However, for those who would like to join the program, a

special phase, known as pre-Christmas merchandising, was set up. In this program, students who have free time during the Christmas season to spend learning on-the-job techniques must first go through a short two-week course in basic sales fundamentals, on the basis of which selected students are referred to jobs that provide them employment and extra spending money at Christmas time.

Eight after-school sessions in November, in each of the Whittier area's high schools, include the teaching of salesmanship, a review of mathematics, gift wrapping, correct procedure in filling out sales slips and the importance of good job attendance. (The sessions are also held four evenings a week for athletes who have team practice after school hours.)

### Large-Scale Participation

On completion of the course, students are given an examination covering mathematics and salesmanship etiquette. They also receive a merchandising certificate signed by their instructor, their school principal and Superintendent Holloway. Later, they are released from school one week before the start of the regular Christmas vacation. Last year, with the approval of employers, parents and teachers, nearly 1,400 students began work on December 12 as regular salesclerks or office personnel.

For this particular program, businesses are recruited by means of letters sent out from the school district

office in early October to local firms informing them of the course. The letters are accompanied by questionnaires that the firms return to Eisen requesting student employees. Students are referred to employers through district contacts. At the close of the holiday season, they return to the classroom with evaluation sheets on which employers have answered questions relating to each student's work habits, appearance, efficiency, attitude and accuracy. Students working under this program have in the past proved superior to other student employees, according to local employers.

Observing and assisting professional people in routine activities is another part of the work experience program as students participate in "BVD" - Business Visitation Days. In this phase, businesses in the Whittier area "adopt" students for a day and assign them to their employees, who guide the assistants through a complete day of work. The object is to orient students in all aspects of retail store procedure. Two visitation days are scheduled early in the year so that students and instructors may use the experience as reference in classroom study.

Eisen added this phase to the work experience program in order to motivate students at the beginning of the year, so that during the course of their studies they would know what would be expected of them a year later.

On the first day of BVD, salesmen-

**DISTRIBUTIVE EDUCATION:** Students at Pioneer High School learn direct methods of applying the techniques of selling—they practice the techniques on each other in the classroom.



ship classes visit an assigned store where they are given a tour, receive a general briefing on the store's specialties, learn what experience is required before the store will employ an applicant and hear lectures on opportunities available for new employees.

On the second day, a personal touch is added to the one-hour visit as managers talk with students on their respective lines of work. Lecturing as students go through each department are: the display manager, who tells how showcases and windows are arranged; the stock control manager, who reviews the financial side of operating a retail store; and the office manager, who explains the over-all procedures of retailing. The firm's advertising manager is also brought in to describe the role newspaper advertising plays in sales promotion, and the buyer describes the procedure used in supplying the store with the latest styles and fabrics.

Robert Allen, Whittier High School salesmanship and merchandising instructor, believes that BVD aids teachers in capturing the interest of students in the classroom by enabling them to picture text materials in relation to the stores they have visited.

Additional Business Visitation Days are being planned in fields other than salesmanship.

The "Your Schools in Action" phase of the program is also designed to give students an opportunity to study classroom material and apply it in

actual learning situations by working in local businesses.

In this program, students receive one full semester of salesmanship and merchandising training before they enter various businesses. They spend nine class periods, or one hour each day, at an assigned store; the entire tenth day is spent participating in store activities.

#### Ten-Day Schedule

- On the first day, students are conducted on a tour by store managers and are shown the entire operation, so that they may choose the phase of work they will pursue during the remaining days. They hear a résumé of the store's history, the type of merchandise it sells and the requirements for full-time employment.

- On the second day, students select the departments they are interested in and receive rating sheets, name tags and additional instructions.

- Employers and prospective employees become further acquainted on the third day as they discuss the student's role in the store and the relationship between the employer and the employee.

- The fourth day is highlighted by department analysis, when the students become acquainted with the type of merchandise they will sell. When time permits, students also study merchandise in other departments on this day.

- Counters and display windows are analyzed on the fifth day, with

an eye toward possible improvements. The students also work on newspaper advertisements, which will be released on the ninth day.

- On the sixth day, students observe where the merchandise is stored and study ways of improving storage as well as the procedure employed to receive merchandise.

- The seventh and eighth days consist of semi-participation in selling, with the assistance of store employees.

- In final preparation for the full day of work, students make sales under the supervision of their trainers on the ninth day.

- The two-week-long program is climaxed on the tenth day, when students report to the assigned stores as paid employees. During the work day, the student is given full sales personnel responsibility. At noon, a luncheon is given for the students by their employers, and outstanding students are recognized for their achievements.

During salesmanship and merchandising classes following the two-week work period, students and their instructors discuss situations that arose in the stores where the students were employed. Instructors review the employers' ratings of each student and suggestions are made for the next store visitation to be made the following year. Student employees are judged on punctuality, attendance, attitude, co-operation, adaptability, interest, appearance, courtesy, accuracy, initiative and industriousness. On the survey

**RELEASED-TIME EDUCATION:** After four hours of study in the morning, this Santa Fe High student works at a different school in the afternoon.



**"YOUR SCHOOLS IN ACTION":** As the climax to a two-week training period, these students are about to begin a full day at work as paid employees.



## WORK EXPERIENCE (continued)

form, the employer comments on whether he feels the student should continue in this field as a future career.

Through this co-operative effort of retail merchants, employers have found partially-trained employees who are young enough to be flexible and fit into their training program after graduation.

Much has been said here about Whittier's over-all program and its functioning. But how does such a program begin? How is it sold to the school administration? to the employers? to the students? to the community?

In a manual prepared by Eisen for the State Department of Education, he lists these points and reviews the methods he himself has used in enlisting approximately 250 business firms in the Whittier program.

- The administration may benefit from participation in the program by assisting the student to obtain employment, by keeping instruction geared to practice and by building good relations with business and industry.

- The program maintains and improves the interest and attendance of students, and it keeps the school's program rich and flexible.

- The administration is providing a more positive control over the working environment of the student while he is on the job, and it is insuring enforcement of the child labor laws.

- Students who might otherwise drop out of school remain, because they are provided with financial assistance through work experience as an accepted part of the program.

- Students are being afforded an opportunity to utilize the experiences encountered on the job as a means of adapting course content to meet individual needs.

- It is possible to keep the administration "sold" by providing them with a periodic progress report.

Now, how is the program sold to the employer?

- He will have a constant source of part-time workers.

- He will receive professional assistance in meeting the training needs of his business.

- He may at any time secure full-time personnel with a high potential to develop a more capable staff.

- He is helping a student learn the true meaning of a competitive free-

enterprise system by aiding him in becoming a "paying" member of our economic society.

- He is helping a student to prepare for his life's work.

- He is keeping abreast of educational trends through close work with the schools. Also, he is given the opportunity to participate in the school program.

- Finally—and possibly most important to a businessman—he is being relieved of some of the initial training costs, an expenditure that the employer is invariably called on to make when breaking in a new employee with no previous training.

### Selection of Employers

Then, how are employers selected?

According to Eisen, the co-ordinator should bear these questions in mind when choosing a training station for work experience education students:

- Is the employer sincerely interested in distributive education training? Do the employer and his employees have a sincere interest in providing on-the-job laboratory experience for the trainees?

- Are the objectives of the program understood by the employer, and is he able and willing to provide employment for the student during the entire year?

- Are standards such that they will afford a sufficient number of hours of profitable training?

- Does the business under consideration have equipment and the type of work to provide good training?

- Will the trainee be trained under desirable working conditions? Are those to be assigned as sponsors enthusiastic about the program?

- Will all the trainee's on-the-job experience be supervised by a competent person?

- What is the reputation of the employer within the community? Does he select his employees carefully?

- Are wages paid by the employer comparable to those paid for other similar occupations in the community?

- Does the employer recognize the value of technical training in these occupations?

- Is the business establishment conveniently located with respect to the student, the school and the co-ordinator?

Eisen suggests that the answers to these questions may partially be determined from the results of prerequisite studies before embarking on the pro-

gram. He suggests that a community survey be conducted to determine the attitude of the residents. Then, with guidance from the principals, the district superintendent, an advisory committee of interested parents and other individuals, plus other interested community agencies, the co-ordinator may secure leads for ideal training stations.

The student must be convinced that the program is of value to him. Its specific advantages should be pointed out to him.

- He should understand that he is learning how to work and building good work habits, and that learning by doing is the best way to learn.

- Pointing out to him that he is earning while learning is an effective method of gaining his interest.

- He knows that sooner or later he is going to go to work; he should realize that this program provides the kind of experience that is so often necessary for full-time employment.

- With on-the-job training, he will be developing desirable personality traits and the ability to get along with people on the job. (Teen-agers want to be liked, and personality improvement often ranks at the top in surveys of their desires.)

- He is developing a firsthand knowledge of how a business operates.

- The needy student is afforded an economic opportunity to finish high school.

- He has an opportunity to assume responsibility.

- He is learning the necessity of qualifying for a life's work.

- He is preparing for work that may lead to a lifelong career.

- He is acquiring self-confidence.

- He is easing his own transition from school to full-time work.

- Last, but certainly not least, he will learn to appreciate the value of a dollar.

The community should be convinced that the program is helping the young citizen to assume his social and civic responsibilities and to develop an understanding and appreciation of the American competitive system of business. In his turn, the student is helping to raise the standards of business ethics in the community.

Finally, by adopting a work experience program, a community is broadening work opportunities for its youth and is reducing delinquency through the creative activity that work experience provides.

**S**OME OF the more desirable qualities that we clerical office practice teachers strive to encourage in our classes are neatness, accuracy, good grooming, teamwork and pride in work produced. These qualities can be effectively developed in class and can lead to better management procedures. Here are some techniques that I use to foster this development. Perhaps you can apply them, too.

We try to duplicate an actual office situation in the classroom as far as possible. Each student is considered an employee of an imaginary firm and performs duties for it. The desks are not placed in the traditional rows, as would be the case in an orthodox classroom, but are set up to resemble an actual office, giving ideal atmosphere for practical training. The students are told that the teacher will be their manager and that they will be treated as employees on an actual job. They are required to be on the job on time, ready to go to work. This helps to give students the self-confidence necessary for obtaining and holding a job.

I require students to keep all their work in manila folders and to file the jobs consecutively by assignment number. This procedure helps students to practice neatness and accuracy in filing and develop in them the habit of organizing their materials so that they can be found at any time. Along with all their assignments, students keep in these folders the records of the grades that they earn. No longer do they lose their homework or leave it in the wrong places. They learn that, when they are eventually employed, they will be required to have materials that are needed for the job at their fingertips.

A full-length mirror is placed at one side of our office practice room with a sign asking, "Are you satisfied?" As students enter and leave the room, they look at themselves and answer the question in their own minds. After the mirror has been used for a few weeks, it is not uncommon for a student to remark, "Now I'm satisfied with my grooming." Students enjoy using the mirror—it enables them to see themselves as other people see them. And, as the semester progresses, they come to realize that employers will expect them to know and observe the principles of good grooming.

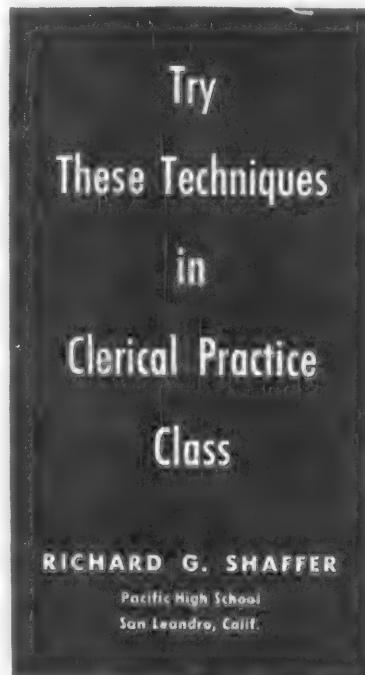
Another technique that has been extremely useful is the provision of personal mailboxes for each student. In order to be able to carry out this project, I asked the typing teacher to let me use all the school's extra typing trays, then made a few more so that each student would have his own. Each day one or two students are selected to put the papers that have been corrected in these "mailboxes," as well as any special assignments I may give the class. When students enter the room, they check their boxes while roll is being taken; and it is clear that they are proud of being able to do so.

complained that they were not receiving enough practical experience because the same people were always chosen to work in the machines room. Under this new system, every student has the experience of working at least once a week, as well as gaining practical know-how in management techniques.

I select a clerk each day to take charge of the stockroom, issuing and accounting for classroom supplies. All students are required to check with the stock clerk and sign out any materials or supplies needed. At the end of the period, the stock clerk sees to it that all students have handed in the materials and supplies they have checked out. This stock clerk has been a real asset to me in keeping an inventory of supplies on hand, ordering any necessary stock and eliminating losses in materials and supplies. The important thing is that students feel that they are a vital part of a clerical office program. Moreover, I no longer have to prod them into working.

Finally, our clerical office practice class worked out a program for doing work for the administrative offices and other departments in the school. We have developed a "request sheet" that is used by teachers and supervisory personnel who have clerical jobs to be done. This sheet indicates the type of duplication required, size and color of paper, "wanted" date, location for delivery and preference as to stapling or punching. If stencil work is required, a copy of the exact wording is to be attached. I have found that this system helps students follow directions and makes them realize that all jobs have to be finished on time. Also, the students feel a sense of pride in doing this production work on a large scale. The many "thank you" notes we have received show that all concerned are happy with it. As a motivating factor for developing pride in work, notes from teachers and administrators are placed on the bulletin board for all the office practice students to see.

I've described the major techniques I use. I am sure that anyone who tries them will find that his office practice class will be more worthwhile and interesting. Even more important, he may well find that students are really developing desirable qualities in vocational competence.



I divide the office practice class into six work groups. Assigned to each group is a student manager, who checks with me at the beginning of each class after mail check. The managers are given work assignment sheets; they delegate to other students the duties specified on the sheets. For example, each day of the week a different group works on the duplicating machines in a special room adjoining the office practice classroom. When a particular group does not complete its work within a period, the manager makes a note of this on the group's assignment sheet, making it possible for another group to complete the work the following day. Before this group system was started, students

# WHAT DO TYPISTS DO?

A survey  
of typists'  
duties can help  
to determine  
objectives

**DONALD J. D. MULKERNE**  
State University of New York, Albany

**T**EACHERS SHOULD NEVER lose sight of the question, what do typists do? When the question is no longer considered, the typing course begins to get fuzzy for lack of specific objectives. Of course, no teacher would ever consider offering a course without clear-cut objectives—objectives for the teacher and for the students. A practical way of getting these objectives is to identify the skills, knowledge, competence and attitude needed by beginning typists in business. This might best be learned by surveying the needs of local business firms.

We all know that the training station for beginning business workers is the business education department. Because a large portion of business education students enter store and office occupations directly after high school, the training they receive in school should make them employable immediately upon graduation. Therefore, the typing teacher has the responsibility of tailor-making the vocational typing course to meet the needs of local businesses where, presumably, most of the high school business typing graduates are employed.

We took an informal survey of typical jobs performed by typists in the Albany area. A survey of this kind can serve as a way of providing experiences in the typing class similar to the typical duties of business typists in area firms, reveal apparent weaknesses of area office typists, indicate ways in which the school typing program can modify its objectives and course content to increase the employability of its graduates, and help prepare students to make a better showing on employment tests involving typing skills.

Our informal survey involved 16 firms and government agencies in the community, representing a cross section of offices employing typists. Three days were required to complete the survey. In every case, personal contact was made with personnel directors and office typists. Here are the results of the Albany survey and the implications they have for our vocational typing program:

**EMPLOYMENT TESTS.** Although some firms hire typists solely on the basis of an oral interview, most give the applicant a battery of tests, including a typing test. A quick examination of typing tests used indicates that candidates are evaluated on their ability to follow directions, on typing

speed and on accuracy. The difficulty of the material in some of the tests is on a much higher level than is found in some high school typing books. For example, the *SRA Typing Skills* test (Science Research Associates, 57 West Grand Avenue, Chicago, Illinois) contains 215 words and 372 syllables. The syllabic intensity of the test examined (several different ones are available) is 1.73 as compared with 1.4 found in most typing texts. As a result, some students who are considered fast typists by their teachers take the *SRA* test and do not score well because of the increased difficulty of the material and also because they fail to follow directions.

The *Thurston Employment Test (Examination in Typing, Form A)*; World Book Company, Yonkers, New York), used by several firms, includes typing from rough draft, tabulating on a preprinted columnar form, tabulating from unarranged copy and a 48-word word discrimination test.

The *SET V-2* test (The Psychological Corporation, 304 East 45 Street, New York 17, New York) is used by one large firm. It includes a 50-word spelling list.

Because Albany is the state capital, there are many opportunities for typing jobs on both the state and Federal levels. In each case, examinations are given to applicants for typing jobs. The Federal exam consists of a written and a typing test, each of which is worth a maximum of 50 points. The qualifying score is 70; failure to pass either part of the test disqualifies the applicant. The written part is a general abilities test and the typing section consists of a clear copy exercise that must be typed.

The state exam for typists includes three parts: a 90-word spelling test, a vocabulary test and a 10-minute straight-copy typing test. A minimum of 40 words a minute with a maximum of 20 errors is allowed on the typing portion.

**Implication:** Typing teachers should develop a collection of tests of the same type given to candidates for local typing positions. Typing students should have experience in taking these tests. They should take tests containing words with a high syllabic intensity. Some 10-minute timed writings should be given near graduation time. The importance of following directions should be stressed. Timed writings of business letters as well as straight copy should be emphasized.

**BUSINESS LETTERS.** Our survey shows that the most popular letter style is semiblocked, with standard (mixed) punctuation. Business typists use an eye-placement or judgment approach in setting margins for letters; many typists keep the same margins for all letter lengths but achieve attractive placement by varying the space between the date line and the inside address.

*Implication:* The semiblocked letter with standard (mixed) punctuation should be emphasized. Training should be given on setting up letters by judgment.

**APPLICATION BLANKS.** Businessmen shake their heads in dismay when discussing some of the answers on application blanks. Most errors seem to be due to carelessness or lack of common sense. For example:

*Question:* Date of birth. *Answer:* Current date.

*Q:* Are you married? *A:* (Left blank because applicant is single.)

*Q:* Male or female? *A:* Yes.

*Q:* (In very fine print) Have you ever advised or taught or were you ever a member of any society or group of persons which taught or advocated the doctrine that the Government of the United States or of any political subdivisions thereof should be overturned by force, violence or any unlawful means? *A:* Yes. (Confused because question is long and involved.)

*Q:* What is the status of your health? *A:* O.K. or Fair. (Really means "excellent.")

*Q:* Date of application. *A:* (Incorrect because calendar was not looked at.)

*Q:* Signature. *A:* (Signature is forgotten.)

*Implication:* Whether the typist realizes it or not, the completion of an application blank is viewed by businessmen as an employment test. Failure to use good judgment in completing answers reduces the chance of being hired. The businessman does not want to hire a careless worker. Vocational students should complete enough copies of typical application blanks in school to become thoroughly familiar with them.

**CARBON COPIES.** All firms require typists to prepare carbon copies of most material typed. Where unit-set forms and snap-out packs are used, as many as 12 carbon copies may be prepared. Accuracy and working without interruption are more desirable

than speed when typing multiple-carbon packs, according to many of the typists and businessmen interviewed.

*Implication:* Students should have experience in typing on multiple-carbon packs containing as many as 12 copies. Because perfect control reduces the necessity of having to stop production and erase the same error on each copy, accuracy and concentration should be stressed on work of this kind. Provision should be made for having vocational students sometimes type for an entire period without interruption. Students should learn how to assemble carbon packs with facility. In addition, they should type on as many multiple-copy forms used by local business firms as the teacher may be able to secure.

**SERVICE MECHANISMS.** Typists show a lack of facility in the use of operative parts. It is evident that some typists do not know about some of the features of their machines that are designed to increase production and facilitate typing. Typists are generally uninformed about ribbons; the advantages of cotton, silk, nylon and carbon ribbons are not known by many of the typists interviewed. Although all typists viewed at work touch typed the letter keys, many of them reverted to looking at the keyboard when using the backspace and margin release keys.

*Implication:* Drills should be offered to develop skill in operating all service mechanisms by touch. In addition, special features of popular model typewriters should be taught and students should be required to make use of these features. For example:

Underwood: Use of colored diamonds on front scale; on old models, left margin release next to thumb guard.

Smith Secretarial: Half-space key; page gauge to determine number of lines of space remaining on page.

Remington: Use of Key-Jam Release (KR) key.

Remington electric: Fractional backspacer; automatic ribbon rewind.

Royal electric: Line meter.

Rather than remain on the same typewriter throughout the course, graduating students should be permitted to rotate on the different machines available to increase their skill and familiarity with special features.

Students should understand that while cotton ribbons are the least expensive to purchase, silk and nylon ribbons last longer and give better

results. Typewriters equipped with carbon ribbons should also be used.

**TOP-ROW EFFICIENCY.** Banks seem to be most concerned about speed and accuracy in typing figures. The personnel men interviewed say that it is difficult to obtain typists who do well on the top row or who like to type figures. When such persons are found, they usually specialize in typing tables and other papers requiring extensive use of the top row.

*Implication:* Touch typing of numbers and symbols should receive more attention in the vocational typing class. Because the top row makes up about one-fourth of the keyboard, greater stress should be placed on drills and exercises requiring its use.

**ENVELOPES.** As a way of increasing production, some firms use window envelopes almost exclusively. Typists using such envelopes must orient themselves on correct letter placement and the position of the inside address.

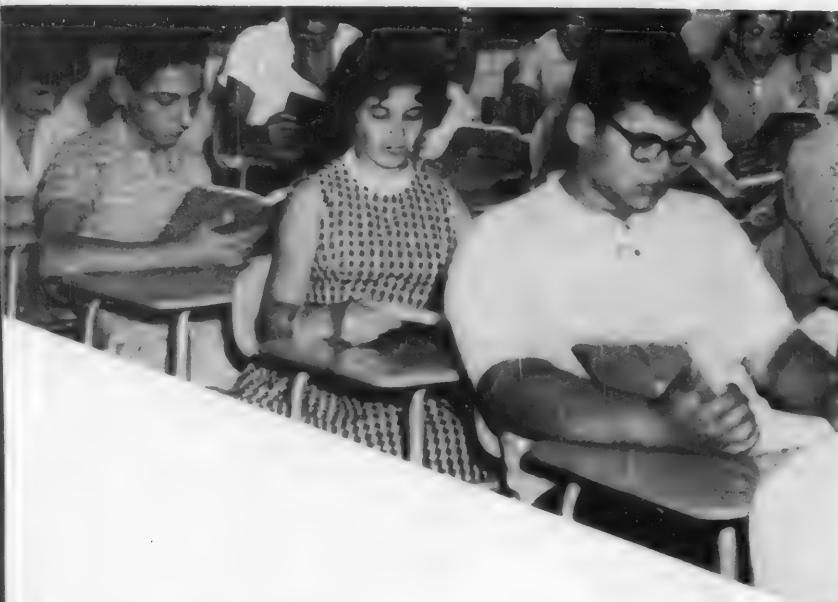
*Implication:* The use of window envelopes is viewed by office management as a way of increasing production. Letters for window envelopes require a special placement and folding. At least a few of the business letters typed in the vocational class should be set up for insertion in window envelopes.

**ELECTRIC TYPEWRITERS.** Some firms are not convinced that electric typewriters increase production. In fact one firm, on an informal basis, conducted a survey among its own workers which showed that no appreciable difference in production rate was achieved by typists using electrics as compared with those on manuals. However, businessmen and typists do agree that electrics have their advantages, particularly when many carbons are required. Other advantages cited include uniform copy with no light or dark letters, an increase in employee morale and a reduction in fatigue.

*Implication:* Because more and more electrics are being used in business offices today, the vocational typing course should include this type of equipment. The manual of instructions prepared by the manufacturer should be available at each machine; students should be required to read it in addition to developing keyboard skill.

**PHOTOCOPY MACHINES.** Typists are making increasing use of the

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## Teach Students To Read For MEANING

GEORGE E. MILHAM  
John Jay High School, Brooklyn, N.Y.

ON A TELEVISION show some time ago, several youngsters were asked to "teach" the pledge of allegiance to a well-known performer. It proved to be an entertaining and amusing feature, encompassing all the charms of five- and six-year-old children. It was not surprising that, in their efforts to "teach," not one child could correctly recite the pledge and none was able to give the meaning of the words "pledge," "allegiance," "republic" or "indivisible" when asked to do so. The children could not, of course, be blamed for their lack of knowledge in this respect. Their performance was typically "cute," commercial and appealing—just as it was supposed to be.

As much as I enjoyed the program, however, I found myself somewhat annoyed by the obvious fact that, even in the case of something as important as the pledge of allegiance, the children's teachers had not gone to the trouble of explaining to them in simple, understandable language just what the pledge is all about. Since it would be a daily recitation from the beginning of their formal education, they should have been given a general understanding of its meaning.

I wondered how many of my high school students—day as well as evening students—could tell me in their own words the meaning of the pledge to our flag; so I put the question to them. The evening students, as might be expected, did better than the day people; still, not one of them could give the correct meaning of the words "republic" and "indivisible."

This incident is just one of many that prove my contention that we cannot take too much for granted in our teaching. Why do we so often assume that because a person repeats something, particularly by rote, he knows specifically what he is saying? Similarly, we cannot accept on faith that what we teach is actually learned and assimilated.

We can and should carry this matter one step further: We cannot assume that all students in our classes know how to *read* adequately. Such an assumption is far from the truth—disgraceful and pathetic as the fact may be. Even students who do know how to read are unable, for the most part, to explain what they have read. In other words, I have found their reading to be practically meaningless; all they do is utter aloud from print without comprehension.

### Let Students Read Aloud

Knowing this to be an obstacle of some seriousness (and often of extreme embarrassment) to students, I make it a practice more and more to insist on students' reading aloud in all my classes as a prelude to emphasizing comprehension. For instance, in advanced stenographic classes, where comprehension is really vital, we take time out to read newspaper and magazine articles of general interest. We discuss their contents and the punctuation used, then relate the punctuation to rules that we have discussed in class. Sometimes we devote part of a period to the project, sometimes a full period, with individual students

taking turns in bringing articles to class for discussion. Besides supplementing the syllabus, the work makes for a refreshing change for students as well as teacher. Most students seem to feel that what they learn in a particular class is to be applied only in that class; as far as they are concerned, it bears no relation to anything outside the sphere of activity covered by the course itself. The procedure I've described helps to make students aware that our studies do not consist simply of isolated facts. And the reading has an added asset of importance—it aids students in distinguishing sounds and words.

In office practice classes, students read aloud the textbook material (initially this is something like pulling teeth the old-fashioned way!), and I always follow with the question, "Now, what does all that mean to you?" Once they realize that this question is inevitable, the girls become aware that they are expected to read for something more than the mere sake of reading. The procedure is not a simple one, but I feel that the time is well spent.

In typewriting classes, I ask my students to read aloud what little nonexercise material is available in the textbook, particularly the directions given for advanced work. This is not so simple as it sounds. We tend to assume that students can follow directions; unfortunately, that is not so. With any given group, I have found it necessary at first to spend some time in reading, rereading, analyzing and

(Continued on page 31)

IN MY YEARS of teaching shorthand, typewriting, transcription, business English, business letter writing, secretarial practice, military correspondence and English literature, I have found that students go from year to year remaining poor spellers, seemingly unable to correct the situation. Either it is impossible for them to memorize our maze of complicated rules and exceptions, or they have developed a psychological block that prevents their becoming acceptable spellers.

I first hit upon the plan of simplifying spelling rules when I taught in an 85-day school for military personnel men. I found that these Navy and Marine Corps men, although screened for this school by aptitude tests, intelligence tests and Naval rating examinations, were almost as poor in spelling as the students I had taught in high school. Many of them were participants in the one-weekend-a-month training program and had enrolled for the 85-day school during their summer vacation from college. However, even one or two years of college did not seem to help their ability to spell.

I had tried having students memorize certain spelling rules, but this proved to be very unsatisfactory. I also decided that the sailors and Marines had enough military drill pushed on them so I did not want to force memorization. It was later, through a lucky accident, that I began the system I use today. One day one of the sailors, intent on absorbing all the knowledge possible in those few weeks, said, "I once heard a poem about whether to put the *i* first or the *e*, but I can't remember it." It turned out that he had heard only the first portion of the poem, so I recited it for him in full:

Put *i* before *e*  
Except after *c*,  
Or when pronounced *a*  
As in neighbor and weigh;  
And except seize and seizure,  
And also leisure,  
Weird, height and either,  
Forfeit and neither.

The sailor wrote the poem out conscientiously, and in many classes I heard him murmuring to himself, "I before *e*, except after *c*." This small poem, easily memorized and rhythmically catchy, has helped many of my students overcome that seemingly insurmountable hurdle of knowing which of the two letters to put first. The first four lines of the poem prove

# We Can Simplify Spelling Rules

*These suggestions won't solve all spelling problems, but they'll help considerably*

ETHEL HALE  
BLACKLEDGE

Southern Illinois University, Alton

to be a blessing for the particularly poor speller, and the rhythm of it seems to stay in the mind. When I recite these four lines to my classes, I am often asked, "But is this *always* right?" My answer is, "No, but isn't being right 95 per cent of the time better than only 50 per cent?" This seems to satisfy even the most skeptical student.

Another problem that constantly confronts the student is whether to add that extra *l* or *r* or *t* when writing the verb in the past tense. Usually, at some time in their educational career, they have read the rule, "Monosyllables and words of more than one syllable accented on the last syllable, ending in a single consonant preceded by a single vowel, should have the final consonant doubled before a suffix beginning with a vowel." The cumbersome wording of this rule, plus having to decide on vowels, consonants and suffixes, confuses the student. Consequently, he rebels against memorizing a rule so complex. To overcome this rebellion and avoid any confusion, I make the simple statement, "Find where the word is accented. If the accent is on the last syllable, add the extra letter when you form the past tense." I, as well as the better students, realize that this is oversimplified, but any teacher will find the spelling ability of her

students skyrocketing even with such an oversimplified rule.

At this point I should like to make it clear that any teacher should staunchly defend and rely upon rules that have proved satisfactory. However, please remember that most written rules are to be used merely as references and not meant to be memorized and recited meaninglessly. If any student points out an exception to a simplified version of such a rule, it is easy to explain that the rule has been shortened for rapid use. Rules of spelling are merely aspirins to correct the headache, not cures for the cause.

Many students have difficulty dividing words. All of us, naturally, must use the dictionary at times, but I have found that many college students have no idea where to hyphenate the most simple word. They often seem to feel that when the bell on their typewriter rings, it is time to divide the word. Consequently, they divide the word *statement*, *st-atement*. I then say, "Let me hear you pronounce the word." They can readily see the reason behind this particular rule of hyphenating once they hear the syllabication of the word. When a student hyphenates a monosyllabic word, such as *thoughts*, again I ask him to pronounce it. Then when he says "thots," he can see that the word cannot be divided by sound. Naturally, such a rule does not solve all difficulties of hyphenation, but it makes the student understand where and why words are divided; and it helps immeasurably in reducing the frequency of mistakes or journeys to the dictionary.

## Apostrophes and Punctuation

In regard to the possessive pronouns, students seem to have little difficulty with *his*, *hers*, *yours*, *ours* or *theirs*; however, with *its*, there seems to be a natural inclination to add an apostrophe. I simplify this rule by saying to the students, "Any time you see the apostrophe in the word, mentally say 'it is,' and see if the sentence still makes the same sense. If *it is* is not correct, then do away with the apostrophe." This one simple statement has done more to correct the distinction between *it's* and *its* than any other rule.

Another rule I have succeeded in simplifying is not actually a spelling rule but is something we use in our classes every day. Students become confused as to where various punctua-

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## WHAT DO TYPISTS DO?

*(Continued from page 25)*

photocopy machine since it does away with the routine copying of letters, travel schedules and other material requiring one or two copies for immediate dispatch.

**Implication:** Photocopy machines are indispensable to the modern office. They vary in reproducing qualities, type of paper used, versatility, operating cost and production rate. Vocational students should become acquainted with the role of these machines by using them, viewing them in use or at least seeing pictures of them.

**SPEED AND ACCURACY.** Because of the nature of some of the work in the firms visited, speed and accuracy requirements vary widely. The typing of rough-draft material, for example, is acceptable with material x'd out and with words misspelled. Other work, such as personal-loan contracts, must be error free; if errors are made, either the material has to be retyped or the error must be corrected in ink and initialed by the supervisor. Working steadily without interruption and being accurate at the typewriter seems to be more important to businessmen than high speed with little control.

**Implication:** While passing grades in typing classes may be as low as 65 or 70 per cent, only perfection or near perfection is expected and accepted by businessmen. The typist who is inaccurate on material that must be error free has a low production rate. Businessmen cannot afford the expense of an inaccurate typist. Typing exercises for control with no errors allowed should, at some point in the course, be required of all vocational students.

**INTANGIBLE QUALITIES.** Businessmen assume that typists can type. In discussing the typist's job, businessmen stress the need for intelligence and the ability to keep working without wasting time. They also want typists who exercise good judgment and common sense before beginning a task and who know enough to ask questions rather than rushing into the job, getting it wrong and having to waste valuable time doing it over again.

**Implication:** Businessmen expect the best work from typists at all times. The business office is a place where noise is always present. Typists must learn to work among distractions and

must develop such a high power of concentration that they can work amidst noise without being bothered.

Students need to learn to use common sense in preparing typed work. Pride in work should be a part of every student typist's outlook. Students should also be taught to follow directions. The teacher should not do all the thinking for the student; enough instructions should be provided, but the job of organizing and setting up the work should be increasingly the responsibility of the typist.

Concerted effort should be made to reduce unnecessary motions and wasted time. A fast typist who takes too long to get organized has a low production output. The teacher should place greater emphasis on the organization of work and should develop typists who can work uninterrupted without tiring until the job is completed.

**SPELLING.** Too many typists are poor spellers. Misspelled words often appear in rough drafts that the typist is required to prepare in final form. Typists are expected to save their employers from the embarrassment of having work riddled with errors going out of the firm.

**Implication:** Without having to be told, students should consult a dictionary when in doubt about the spelling, syllabication, pronunciation or use of a word. There is no excuse for misspelled words because each typing room should have an adequate supply of dictionaries. Heavy penalties, perhaps, should be imposed by teachers to overcome students' lazy dictionary habits. Furthermore, when students are given the opportunity to erase mistakes, they also assume a responsibility to correct all mistakes. In addition to timed writings, timed dictionary tests should be given. The vocational office training program should include specific remedial instruction for students known to be deficient in spelling and grammar.

**PROOFREADING.** Employers say that careless proofreading of letters is a constant problem. Typists either do not know how to proofread or they are not concerned enough to proofread carefully. In either case, businessmen cannot accept work containing errors. Typists should proofread for both spelling and word sense. A typist who hurriedly skims the completed copy looking only for spelling errors may allow such words as "her" and "there"

to go unchanged when they should be "he" and "here."

**Implication:** Proofreading must be taught. Business typists who have pride in their workmanship are careful to submit only their best work to their employers. By the end of the training program, the teacher should accept only work that is 100 per cent correct; no other standard should be acceptable. Regardless of how well a letter or typed exercise in an advanced class may appear, one error undetected by the typist should disqualify the paper. If teachers shoot for high standards, they will get them; most students work to meet teachers' standards.

The ability to proofread carefully should be encouraged by teachers. Students should be complimented for their proofreading ability. Poor proofreaders should be given the responsibility of checking the papers of other students. Students will not improve in their proofreading competence unless they are taught how to proofread.

**WORKER ORIENTATION.** A typist must understand her job and know how it fits into the scheme of the office. Businessmen stress the need for typists to be oriented to the job at hand. Specifically, typists need to know the answers to such questions as, "Where did the paper I am now typing originate?" "In what department did it begin?" "Where is it going after it leaves my hand?" "Who will read this paper?"

**Implication:** Each typing exercise should have a purpose. Busy work has no place in the typing class. Each job done by students must build a particular competence and the typist must understand what that particular competence is.

**COST CONSCIOUSNESS.** Some typists do not understand that their work station represents an investment by the firm. The loss caused by improper use of stationery and the premature discarding of pencils, erasers and ribbons amounts to an impressive figure each year. Typists and other workers who discard supplies before full use is made of them lack an appreciation of office costs.

**Implication:** Office supplies represent an expense. The student who rips a paper from the typewriter and begins again typifies the office worker who has no regard for the cost of stationery, snap-out forms and other business papers. To lengthen the life of typewriters, students should be

taught that typewriter carriages should be moved to one side during erasing and centered when not in use; covers should be neatly folded during class time and placed over machines at the end of the period; and motors of electrics should be turned off when the machines are not in use.

**WORK MOST PERFORMED.** Over one-half of the typist's work is of a recordative nature. This involves transferring written or typed data from one form into typed copy on another form. Recordative data includes sales slips, shipping receipts, invoices, time sheets, purchase orders and payroll forms.

**Implication:** Because recordative typing may take up to 60 per cent of the typist's time, more emphasis should be placed on this kind of typing in the class. The copying of addresses, completion of form letters, typing envelopes by the front and back feeding methods, and the completion of forms requiring the use of the ratchet release and variable line spacer should be included in the vocational course.

**WORK LEAST PERFORMED.** Few typists compose letters. In only a few instances are typists responsible for preparing or typing itineraries, this work being done by the secretary. The secretary also takes over the preparation and typing of telegrams, minutes of meetings and news releases. Problem-solving typing is not an important part of the typist's work.

**Implication:** Teachers should be careful not to overstress the typing of contracts, telegrams, telephone call memos, TV scripts and other office exercises that are not considered to be part of the typist's responsibility.

We found our survey very helpful in planning our typing program. High school typing courses should be examined and evaluated to determine the extent to which they offer realistic typing experiences to students who plan to put their skill to vocational use. Typing teachers should form contacts with business associations (such as NOMA) and seek their co-operation in making business education fill the needs of the students and their future employers. If the high school has a placement office, a check should be made to determine where business graduates secure positions. Some pattern of employment may be recognized that will enable the business education department to gear its course objectives to help students obtain jobs and succeed in those jobs.



## SHORTHAND CORNER

RICHARD A. HOFFMANN

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

**Welcome back;** may the coming school year be a good one for you. I hope you had a pleasant, profitable summer. If you remember, last June I suggested several ideas for summer. Well, I've added another—a freighter trip. I took one this summer and it was wonderful. Our trip was from New Orleans to San Francisco—three weeks aboard ship. There was nothing to do but eat, read, sun bathe, play cards and "sack out." After a period of this, one doesn't care to do much else.

Before relaxing in a big way, however, I mulled over ideas for the "Corner." I remembered that at the beginning of last year I received quite a shock when my principal asked me to make out lesson plans for my courses. Daily lesson plans do not constitute much of a problem; nor do weekly ones. Once in a while we think in terms of lesson plans for a semester, but we usually only think about these and do not write them down. But my principal wanted lesson plans for the *whole year*. He said to have them as detailed as possible—in a week or so.

Have you ever tried to do this? If not, do you realize what a job it is? It is not just writing down "Lesson 10 for September 10, Lesson 11 for September 11," etc. No, it is not that easy, although our textbooks, thanks to the authors, are designed to cover a lesson a day. There are many other factors to consider as you all know. There are the holidays, the days that have been shortened so you do not have a full period, the days when your class period is eliminated, the minimum days, the days set aside for the test schedule—all of which take time away from your teaching. And then there are reviews, tests, films, make-up work, quizzes and all your other teaching techniques and devices that must be fitted in. You can easily plan for these in a day's or week's lesson plans, but it takes a little more work to anticipate all these factors, and others, for the whole year.

If you want a good work-out, sit down some weekend soon and work out your teaching plan for the year. It might not take too long to plan, but you may have difficulty adhering to it. However, as you go through the year, check your proposed plan with what you are actually doing. It will only take a minute to make revisions. One thing that I am sure will amaze you is how little time you actually have to teach, and how precious all these minutes will become. It will make you remember the admonition so frequently made by Madeline Strony—when in class, make every minute count.

**You may not have much trouble** with your students' attendance; but if your teen-agers are like ours, the least excuse to be away from school is valid to them.

One day we had a visitor to our classes who talked about job opportunities with her company, a large public utility. After her presentation, she gladly answered questions. She told the class that the job applicant's school records were closely checked, especially the attendance record. Then she said that if a girl's record showed more than five absences during the semester, the application was discarded. The class, of course, was thunderstruck by this. Our visitor explained, in answer to questions, that although students might consider minor illness, missing the bus, car trouble or oversleeping valid excuses, they were not acceptable to the company. This was an eye-opener to the students: too often they do not realize the importance of their high school records. When someone from industry visits our classes and stresses such points, it is much more impressive than our own constant reminders about the same things.

A word of caution, however. If your guest minimizes something that you have been stressing, remind your students that her remarks reflect the attitude of her company only and that others may have different attitudes.

## TAPE DICTATION

(Continued from page 10)

connected to the floor raceways, a selector box, a set of headphones and an overhead runway to keep the cable where it would not pick up floor dust or interfere with movement about the classroom.

A multiconductor flexible cable in a plastic jacket was run from the floor raceways and fastened on the rear wall of the classroom at the end of each aisle to a height of about 8 feet. Ordinary curtain rings were attached at intervals of about 30 inches to a free length of the cable long enough to reach the front of the classroom. Attached to the end of the cable were a selector box and headphones similar to the ones used at the students' desks. The box was not mounted in a fixed position but swung free at the end of the sound cable.

### Cable Carriage

To carry the cable along the aisles, a plastic clothesline was stretched tightly over each aisle high enough to be out of the way of classroom traffic. The curtain rings on the sound cable were strung on this clothesline, coiling the sound cable off the floor and out of the way. This arrangement permitted the teacher to put on a set of headphones and carry a selector box with her as she moved up and down an aisle, turning her selector switch to hear the dictation being received by any student whom she observed. The sound cable coiled and

uncoiled on the overhead line as the teacher moved.

**NOTE:** Any schools that may be interested in installing electronic equipment similar to that described should take the information contained in this article to an electrical engineer for specific information on cost and other aspects of installation. It is likely that the cost will range from \$1,200 to \$2,000, depending on the local situation.

(Next month: A review of the educational results of this tape teaching project.)

## D.E. CO-ORDINATOR

(Continued from page 17)

give good advice concerning career planning, study habits, on-the-job situations, and so on; and his technique of selecting a secluded spot to confer with students, parents or businessmen all build upon this image and make it clearer. In these circumstances, the co-ordinator is seen as a friend, counselor, adviser or any of a variety of similar connotations. But the net effect is another image.

This image and these functions do not in any way usurp the role of the guidance counselor, but supplement it. The co-ordinator assists guidance personnel in these various ways. He should also be considered the source of information on the distributive field in counseling both terminal and nonterminal students. His knowledge, contacts and abilities can be of as-

sistance in vocational and college placement.

The ability to teach has not been specifically mentioned in constructing these images of a teacher-co-ordinator. The reason is, naturally, that the ability to teach is an integral part of all these images. If the co-ordinator is seen as a super salesman, as a businessman, as a merchant, friend, consultant, counselor, adviser, employment assistant or in various similar ways, he will almost invariably be a good teacher. Knowingly or unknowingly, many D.E. co-ordinators have presented these images to their students, the parents, school administrators and other staff members and businessmen. They, and not the subject matter or facilities, are primarily responsible for the growth of distributive education. How the person, and personality, that make up the D.E. co-ordinator is viewed is the vital factor in development of a truly fine, worthwhile distributive education program.

The images of the teacher-co-ordinator are real, not imaginary; and more than one face, or image, is not only desirable but necessary. The enthusiastic, properly prepared teacher-co-ordinator will present the various images to all those he contacts. Yet, he will also be an active participant in his department, in associations and school functions. Not until the distributive education teacher-co-ordinator reflects all these essential images can he be adjudged a good teacher.



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## READING FOR MEANING

(Continued from page 26)

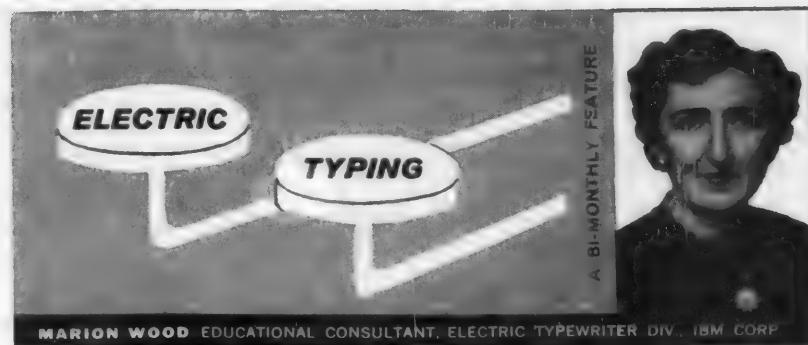
discussing a short paragraph of directions. For example:

Assume that you are a newly employed typist for the Hammer Manufacturing Company, and you have been asked by your employer, John V. Smith, the company's treasurer, to type a series of letters. He wants you to include the company name, his name and his title in the closing of the letters. The firm prefers the block form letter.

As clear as these instructions should be to students who have already taken two or three terms of the subject, they find them strange and confusing. Reading the directions verbatim is not enough to assure that the words will be translated into correct action. After the paragraph has been read once or twice, it is necessary to ask what exactly will be done, step by step, by the typist; finally, the teacher must demonstrate by putting an outline of the work on the blackboard. Only by following this procedure will the teacher gain some assurance that the youngsters understand what they are to do and will then do the work correctly with some comprehension of why they are doing it in that manner.

This discussion is not meant to imply that the students are lacking in intelligence; it does mean that we are—or should be—involved in remedial work simply because, somewhere along the line, students have been deprived of the wonderful skill of *reading for meaning*. Too much was taken for granted during their early years of schooling; too much was risked—and lost in the end. Where, how or when this happened is immaterial; what is important is that we recognize the fact that many of our students are handicapped in this respect and that we do our utmost to help them out of the darkness. It is up to us to get them to *think* about what they read. It may be time-consuming at first, but the work the youngsters finally accomplish is work they have done by reasoning and with understanding. The task of the teacher becomes lighter in the end. Reading for meaning is an accomplishment that requires clear, simple, yet firm direction.

Teaching students to read for meaning is, in the long run, a satisfying experience to the teacher—if it is done with patience and sympathetic understanding, and without ridicule or pity.



### The Accuracy Practice Cycle

The day you changed Susie's group to electric typewriters, Susie was absent. With a tape recorder or your voice-recording machine this is no problem. Keep the recording machine on a small table on wheels; then it can be moved from desk to desk easily. Susie rolls the table to her desk, adjusts the earphones and hears you say:

"This recording will assist you in developing your skill in electric typewriting. Insert paper in the machine. Place this heading at the top: Best one-minute rate." Pause ten seconds while Susie types the heading. Then continue: "Three signals will be used in this recording. 'Ready' is your signal to turn motors on; 'type' is for you to begin typing and 'time' is the signal to stop. If you finish the paragraph before I call time, retype it. Remember you are to type smoothly without stops. Type slower than you usually type, even if you do not finish the paragraph. Ready, type."

The recorder runs for 30 seconds. Then you call, "Time; check your work." Give Susie ten seconds to check her copy, then resume with these directions: "Did you type without stops? If your keys clashed, you are not releasing them quickly and you are not typing smoothly. Try again. No stops this time. Ready, type." With each 30-second timing, you give similar directions cautioning Susie not to hurry, to type smoothly and to keep her carriage moving constantly.

After the second timing, tell Susie to drop her hands to her sides and shake the fingers. Allow her 15 seconds for this relaxing activity. Suggest she follow the third timing with a practice session on difficult words. Tell her to type three to five words with the difficult word in the middle because it may be the word or two before or after the error that confused her. If Susie does not need this practice, she can always retype the paragraph as another timing. Give her one more drill to explore the benefits derived from the word-practice.

Step up the timings to one minute. Again instruct Susie not to type fast, but to type smoothly. After four or five timings including the one for practice on difficult words, conclude the accuracy practice cycle by dictating: "Time, motors off. Check your best one-minute writing in the right-hand margin." Wait ten seconds while Susie checks her copy, then end the recording with: "This concludes your typing accuracy cycle. Turn back your recorder and follow this accuracy practice cycle for paragraphs two and three. Use a new sheet of paper for each paragraph." The entire accuracy practice cycle will probably take eleven minutes of recording time.

Give Susie three paragraphs of exactly the same length. If Susie's previous typing rate is between 40 and 45 wpm, assign her paragraphs that are 35 words long with markers that show the half-minute point. Each paragraph should become gradually more difficult in content. There are many excellent drill books published today in which you can find paragraphs that vary in length and content. One, published last spring by Gregg, *Progressive Typing Speed Practice*, has over 150 paragraphs that may be used for this accuracy practice cycle.

When writing, editing and dictating your instructions to the recorder, put each instruction on a 3 by 5 card. You will find it easy to dictate from the cards. Allow 10 seconds for checking copy and relaxing the fingers and 30 seconds for the final scoring. Use your voice recorder as an assistant teacher to build accuracy.



JANE F. WHITE CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLensburg

**Guidance materials.** If you are not acquainted with SRA publications, write for two catalogs: *SRA Industrial Catalog* and the 1961-62 *SRA Catalog of Materials of Instruction, Guidance Publications and Services, and Educational and Psychological Tests*. In their Job and Family Series, which includes 15 booklets and 15 charts describing the variety of job prospects and opportunities in particular fields, *Jobs in Clerical Work* (5C-607 [\$1]) and the accompanying chart (5C-635 [35 cents]), will interest you. Other titles: *Ethics for Everyday Living* (50 cents), *If You're Not Going to College* (\$1.80), *Preparing Students for College* (\$1.50). Order from Science Research Associates, 259 Erie Street, Chicago 11, Illinois.

**Economics publications.** Instructors of principles of economics or investment courses will find the publications of the American Institute for Economic Research worth investigating. Each of the following costs \$1: *What Would More Inflation Mean to You?*, *What Will Social Security Mean to You?*, *How to Invest Wisely*, *Investment Trusts and Funds*, *How to Avoid Financial Tangles*, *Useful Economics*. Weekly and monthly publications are *Research Reports*, *Investment Bulletin* and *Economic News*. Write to the American Institute for Economic Research, Great Barrington, Massachusetts, for a complete list and information about other publications and membership.

**Duplicating manual.** The 1961 edition of *Office Duplicating and Printing* gives a brief introduction to the various office duplicators and printing processes now in use. Single copies are available only to teachers who instruct students in the operation of office duplicating and printing equipment. Write to Mr. G. P. Saxon, Advertising Manager, Standard Packaging Corp., 200 East 42 Street, New York 17, New York.

**Money and banking.** Three publications pertaining to the functions of money in our modern economy are free from the Federal Reserve Bank of St. Louis, P.O. Box 442, St. Louis 66, Missouri. They are: *An Introduction to the History of Coinage and Currency in the United States*, *Your Money Supply* (limited distribution) and the *Monthly Review*. Inquire about bulk rates.

**Data processing.** A data processing bibliography has recently been prepared by IBM. The reference books are grouped by topic; the bibliography will assist the teacher in obtaining information on the subject of computers and data processing. Other publications of interest in this area: *An Introduction to IBM Punched Card Data Processing*, *Planning for an IBM Data Processing System*, *Introduction to IBM Data Processing Systems*, *IBM Circulation Control at Brooklyn College Library*. For a copy of each write to International Business Machines Corp. Data Processing Division, 112 East Post Road, White Plains, New York.

**Secretarial series.** A series of booklets, *What a Secretary Should Know*, is published by the Dartnell Corporation. Titles include *What a Secretary Should Know: About Herself*; *About Bosses*; *About Automation*; *About Money*; *About Motivation*; *About Responsibility*; *About Parliamentary Law*; *About Job Satisfaction*; *About Her Health*; *About Writing Better Letters*; *About Business Law*; *About Public Relations*; *About Advertising*; *About Liaison for Her Boss*. Each Booklet costs 25 cents; quantity subscription rates are available. Write to Marilyn French, Editor, Women's Publications, Dartnell Corp., 4660 Ravenswood Avenue, Chicago 40, Illinois.

## SIMPLIFY SPELLING RULES

(Continued from page 27)

tion marks are placed in relation to quotation marks. Most students have at some time learned a rule about the question mark going inside or outside the quotes, depending on the sense; they seem to think this rule is standard for any mark of punctuation. It is confusing for the student when a separate rule is cited for each punctuation mark when used with quotation marks. However, if the rules are divided into groups of two, it is much easier for the student to remember them: the period and comma always go first or inside the quotation mark; the colon and semicolon always go last or outside the quotation mark; and the exclamation point and question mark vary with the meaning. When these punctuation marks are written on the chalkboard in groups of two, the student actually has to learn only two rules (I exclude the rule governing the question mark and the exclamation point), instead of the six he felt were so confusing at first. (One teacher suggested that we call the period and the comma the "inside twins," and the colon and semicolon the "outside twins.")

The simplifying of these various rules certainly will not erase all the problems in the spelling of the English language; however, if such simplifications are put into practice, it will soon be seen that the B student will move to the A group, and the F student will move to the D group. I believe that anyone will agree that reducing spelling errors by even 10 per cent is an accomplishment for any business teacher.

I should like to stress one final point: Be careful not to confuse students by giving them all the rules on the same day. It is best to dole them out sparingly, one at a time. In this way the student can absorb the individual rule without feeling that it is another test of memory. After a week or two, when the student knows the rule and can apply it readily, then the teacher may take the opportunity to explain another one.

I hope that the application of these simplified rules will accelerate the learning of your students as it has mine. These rules are not infallible; they are not meant to be complete. But they do provide an excellent and easy way of making a better speller of any student.

## TEAM TEACHING

(Continued from page 13)

per cent greater when the senses of sight and hearing are combined in the presentation of ideas, according to reliable psychological research in education; therefore, it is advisable for the effective team of teachers to use a visual as well as an oral approach, showing the learner as well as telling him.

The newest and probably the finest instructional tool is the overhead projector. It can be used in a fully lighted classroom and has the advantage of being a blackboard in color that can be prepared before students file into the room. Overhead projectors facilitate better content presentation and make testing easier and more effective. Perhaps the reason that this tool can be used so effectively in the classroom is simply that the instructor can face the class and continue his lecture or demonstration without taking the time to illustrate the material on the chalkboard. By turning the machine on and off at appropriate times, the instructor is able to keep the attention of students. No teacher of business subjects should ignore the possibilities of overhead projection.

Also worthy of consideration in the area of mechanical instructional devices are such machines as the opaque projector, the tachistoscope (for reading acceleration in beginning shorthand and speed development in typewriting) and, of course, the filmstrip projector and 16 mm sound projector.

The increasing importance of courses in business education cannot be challenged in the light of student interest and material need. Now is the time for teachers in the field to take a new look at what they are doing and how they are doing it, so they can do an even better job of contributing to students' skills and achievement in general. From the well-educated student will come the effective business executive or functionary.

Rapid developments and fundamental changes are being made in secondary school philosophy and operation, and team teaching is one of the more important concepts. Business education cannot afford to ignore these new ideas that are designed to bring increased instructional effectiveness.



**Greetings, everyone!** I hope you each had a delightful, change-of-pace summer and that you came back with new ideas gained from all sorts of sources—especially from unexpected ones. Happening on a new fact or idea unexpectedly can add a bonus touch—like finding a four-leaf clover when you're weeding.

My most charming and succinct *bon mot* for teaching came from five-year old Becky Macrum, who was part of a gala family reunion that resulted when our widely scattered relatives (none of whom live in Colorado) converged there for a riotous week of vacationing and visiting.

The first night of the gathering of the clan, we sought a swank place for dinner by way of an opening celebration. But my niece, Ginny Macrum (Becky's mother), found an anything-but-gala children's vegetable plate on the menu for Becky and her small brother Bobby. While the rest of us lived it up with gourmet dishes, Becky and Bobby poked down prosaic peas, beans and carrots. I've never seen limper, less appetizing carrots than the ones Becky had left on her plate near the end of the meal. Apparently Becky shared my views; to her mother's "Finish your dinner, Becky," she replied wearily, "I can't. I'm *full*." She looked it.

"*Oops!*" an adult muttered. "Better not force her to eat any more. She looks like one more bit and 'Oh-oh, up comes the oyster!'" (All parents of small (or once-small) children know the look I mean—the one that should have warned you, but you had to find out the hard way.)

Just then a waiter whizzed by with a trayful of orange sherbets for another table. Becky's "*full*" look metamorphosed into one of pleased expectancy. "Oh, I know what I want for dessert," said she. "*Orange sherbet!*" "But you just said you were *full*," her mother reminded her. "How can you eat dessert if you're *full*?" Said Becky matter-of-factly, "Oh, I'm *full* for *carrots*—but not for *orange sherbet*."

**Full for carrots!** But not for *orange sherbet!* How many times do we teachers force a steady fare of carrots down our students when they are surfeited with them—when what they would welcome most is a dish of *orange sherbet*? I wonder. Do they get the same old warmup in typewriting day after day? Yes, I know—by working through the established pattern and routine, the student feels secure, he knows the purpose of the drill, he gains skill through repetitive practice. But there is also boredom and *fullness* that can come from too much of the same thing. He can get "*full for carrots*"—for those routine warmup drills, in this case—but not for *orange sherbet* in the form of something quite different. This "something" may not be quite so full of nourishing skill-building qualities for a change. What of it?

Do we feed students the same old routine in shorthand day after day? Preview, dictation via either pyramid or minute plan, so many pages of homework, so many takes at each speed *ad infinitum*? Carrots! Scoop them all out for a period, or at least part of a period, and bring in some *orange sherbet*. Play a popular record or two; let them "Sing Along with Mitch" as they write the shorthand outlines for the words. Let them write jokes in shorthand, or personal notes to shorthand pen pals, or news items about class members. Frothy? So what?

Shorthand and typewriting aren't the only classes that get filled up with too many carrots. Look over your term plans for each subject and be sure to intersperse enough *orange sherbet* to whet appetites for learning. Be alert, too, for the look on a student's face that says, "I'm *full for carrots*." It's time to give him a little intellectual dessert.

## through the camera eye



**EASTERN BTA** officers elected last spring are (front row, l to r): John S. Dooley, director of audio-visual instruction, Boston, vice-president; E. Duncan Hyde, supervisor of business education, Baltimore, president; Mary E. Connelly, Boston University, secretary; Earl F. Rock, co-ordinator

of business education, Newark, N.J., treasurer. Executive board members are (back row, l to r): Helen J. Keily, Salem (Mass.) Teachers College; Donald E. Wilkes, Strayer College, Washington, D.C.; Marion G. Coleman, Temple University, Philadelphia, Pennsylvania.



**BTA OF NEW YORK STATE** officers are (l to r): Ora Searle, Utica Free Academy, corresponding secretary; Hannah Joseph, assistant supervisor, business education, Syracuse, president; Bernard A. Shilt, director of business education, Buffalo, second vice-president; Royann Salm, Milne School, Albany, first vice-president; Daniel Brown, Powelson Business Institute, Syracuse, treasurer; Beatrice Small, Geneva High School, recording secretary.

**MOUNTAIN-PLAINS BEA** officers for the coming year are (l to r): Thelma N. Olson, University of South Dakota, Vermillion, executive secretary; Donald E. Wilson, Shawnee Mission (Kans.) East High School, convention general chairman; Agnes M. Kinney, South High School, Denver, president; C. C. Callarman, West Texas State College, Canyon, convention program chairman. Not shown in the picture is Faborn Etier, University of Texas, Austin, vice-president.



# Professional

## Report

### NEWS SPOTLIGHT

#### Future Secretaries Association

... is being sponsored by the National Secretaries Association for students in high school and college. The program was developed in co-operation with NSA's educational director, Fred S. Cook. Future Secretaries Association chapters will participate in educational projects offered by local NSA chapters, but will function under their own bylaws and officers.

Business education teachers interested in forming a chapter for their students should contact their local chapter of NSA or write to Mrs. Helyn Jones, Executive Secretary, National Secretaries Association, 1103 Grand Avenue, Kansas City 6, Missouri.

#### Electric typewriters

... outsold standard manual typewriters during the first five months of this year for the first time, according to figures from the Department of Commerce. These figures include sales of imported typewriters, most of which are manuals. Although American manufacturers shipped more electric than manual typewriters to their distributors and dealers in the first part of last year, electrics are leading by a much wider margin so far this year. Some industry sources believe that 1961 will be the first year in which factory shipments and sales of electric typewriters will exceed those of manuals. (Last year, factory shipments of electrics dropped sharply after the middle of the year.)

#### Salaries of clerical workers

... in the United States average \$75 a week, according to the National Office Management Association's annual clerical salary survey. This is an increase of \$2 over last year's average—the smallest year-to-year rise shown by the surveys since 1955. In 1961, 97 per cent of the over 9,000 companies surveyed provide hospitalization insurance, compared with 84 per cent ten years ago. In 1951, only 22 per cent of these companies paid the full premium for this protection; 37 per cent are doing so this year. In other fringe benefit areas, 88 per cent of the companies offer group life insurance and 73 per cent pay retirement benefits; 56 per cent of the retirement plans are noncontributory and 41 per cent of the companies pay the full life insurance premium.

### PEOPLE

• Edwin E. Weeks, assistant superintendent, business affairs and business education, Syracuse, New York, received his Ed.D. degree from Syracuse University. The title of his dissertation is "A Study of the Expressed Employment Needs of Employers in the Syracuse Metropolitan Area with



EDWIN E. WEEKS

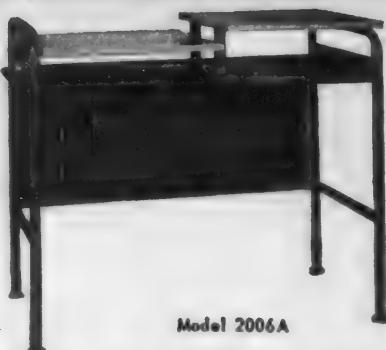
Implications for the Office Occupations Program in the Syracuse Public Schools."

Dr. Weeks is co-author of a textbook and has contributed many articles to professional publications. He is public relations chairman of EBTA and president of the Syracuse Association of Administrators and Supervisors. Dr. Weeks is a past president of the New York State BTA.

• Harold R. Hartman has completed an Ed.D. degree at Teachers College, Columbia University, New York. He is on the faculty of the Suffolk Community College, Ronkonkoma, New York. The title of his study was "Proposed Plan for Organizing and Staffing the White Plains School Business Administration Office." He formerly served as administrative assistant in the Central office of the White Plains, (N.Y.) Public Schools.

Dr. Hartman is a life member of the National Education Association

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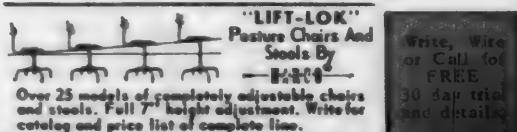
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of School Business Officials and the  
Eastern Business Teachers Association.

• Madeline Strony has resigned from the staff of the Gregg Publishing Division, McGraw-Hill Book Co., to go to Australia, where she and her husband, Carl, plan to spend a year



MADELINE STRONY

or two relaxing, studying and doing some professional writing. Mr. Strony has been a business teacher at Columbia High School, Maplewood, New Jersey.

Mrs. Strony was Educational Director of the Gregg Division for twelve years, during which time she parti-

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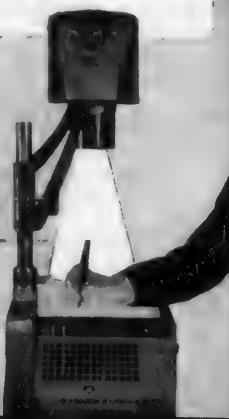
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pated in hundreds of conventions, workshops and seminars throughout the country.

• Florence E. Ulrich, director of awards and circulation for the magazine department of the Gregg Publishing Division, McGraw-Hill Book Co., has retired after 42 years of service with the company. She joined the Gregg organization in January 1919, shortly after an entry she submitted in a Gregg shorthand contest was brought to the attention of Dr. John Robert Gregg. She was instrumental in the establishment and development of the Gregg awards program, of which she later became director.

• Dean W. Geer, founder and president of the Geer Creative Service and the Dean W. Geer Company, which published advertising for business schools, died recently in Oshkosh, Wisconsin. He was co-owner of the Oshkosh Business College from 1917 until 1924, when he sold his interest to devote his full time to the school advertising business. He retired in 1958.

• George J. Hammer, Fairleigh Dickinson University, Rutherford, New Jersey, was recently awarded an Ed.D. degree from Teachers College, Columbia University, New York. His dissertation was entitled "The Role of the Research Study in Meeting the Aims of the Ed.D. Program in Business Education." He is a member of Kappa Delta Pi, Sigma Alpha, Phi Delta Kappa and is vice-president of the Tau Chapter of Delta Pi Epsilon.

### GROUPS

#### New Officers Elected

• Central Commercial Teachers Association: T. E. Backstrom, Minneapolis Business College, president; Stuart E. Sears, Gates College, Waterloo, Iowa, vice-president; Keith Fenton, American Institute of Business, Des Moines, secretary; Everett Lutenberg, Bayless Business College, Dubuque, treasurer.

• Chicago Area Business Educators Association: Arlene Rittenhouse, Morton West High School, Berwyn, president; William Mitchell, Prospect High School, Mount Prospect, vice-president; Marietta Parr, Oak Park-River Forest High School, secretary; Clifton DeBates, North Chicago High School, treasurer.

• Chicago Business Teachers Association

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ciation: John L. Adams, Chicago Vocational High School, president; Dorothy Gerwin, Hyde Park High School, first vice-president; Alice Green, Wright Junior College, second vice-president; Jacqueline Sanders, Calumet High School, secretary; Ruth Ekholm, Lake View High School, treasurer.

• Indiana Business Education Association: Arthur Taylor, Columbus High School, president; Kenneth Puckett, Arsenal Technical High School, Indianapolis, vice-president; Kahrl Metz, Kendallville High School, board member.

• Kansas Business Teachers Association: Gilbert Boone, North High School, Shawnee Mission, president; Donald Crawford, Kansas State College, Pittsburg, vice-president; Lois Maple, Kingman High School, secretary-treasurer; Fred S. Jarvis, Abilene High School, executive secretary.

• The Missouri Business Education Association elected the following officers at its annual meeting: Lucas Sterne, Central Missouri State College, Warrensburg, president; Mrs. Alfred Breckner, Kirksville High School, vice-president; Marie C. Vilhauer, Southeast Missouri State College, Cape Girardeau, secretary; and John Hudson, Clinton High School, treasurer.

• Nebraska Business Education Association: Shirley Andersen, Grand Island, president; Elizabeth Sack, Blair, first vice-president; Wilma Sawyer, Beatrice, second vice-president; Viola Golson, Kimball, recording secretary; James Van Marter, Holdrege, corresponding secretary; Vernon Linnaus, Elgin, treasurer.

• New Jersey Business Education Association: Florence C. Adamo, Vineland High School, president; Anthony Jannone, East Side High School, Newark, first vice-president; Margaret Morrison, Union High School, second vice-president; Irene G. Alliott, Snyder High School, Jersey City, secretary; Anna P. Diehl, Trenton High School, treasurer; Lillian K. Chance, Mt. Holly, past president.

• North Carolina Association of Business Schools: Jack Loftis, Croft Business College, Durham, president; Merritt Robinson, Sanford Business College, vice-president; Mrs. Leo Sowers, Salisbury Business College, secretary-treasurer.

• The North Carolina Business Education Council elected Lois Frazier, Meredith College, Raleigh, president; Thomas F. Park, Nation-

wide Insurance Co., vice-president; Jean McArver, Ashley High School, Gastonia, secretary; and William Warren, Enka High School, treasurer.

The purpose of the Council is to bring business education into closer contact with the business world. It is composed of educators and businessmen.

- The Department of Business Education of the North Carolina Education Association elected the following officers at a recent meeting: Mrs. Paul Clark, Ayden High School, president; Jean McArver, Frank L. Ashley High School, Gastonia, vice-president; and Barbara Sutton McLawhorn, Chicod School, Greenville, secretary-treasurer.

- Ohio Business Schools Association: Gerald J. Wickham, Bliss College, Columbus, president; Templyn P. Maffett, Middletown Business College, vice-president; J. Vincent Thompson, Steubenville Business College, secretary; Ruth Davis, Davis Business College, Toledo, treasurer.

- St. Louis Area Business Education Association: James Roberts, O'Fallon High School, president; Clara Mutchnick, Roosevelt High School, vice-president; Mason Benn, Central High School, corresponding secretary; Martin Holcomb, Lutheran High School, recording secretary; Mrs. R. E. Wheadon, Sumner High School, treasurer.

- Southeastern Business College Association: Frank Waldrop, Palmer College, Charleston, S.C., president; John South, Marsh Business College, Atlanta, Ga., first vice-president; Stanley J. Drake, Broward Business College, Ft. Lauderdale, Fla., second vice-president; Ralph H. Hanna, Jones Business College, Orlando, Fla., secretary; Kendrick Koger, West Tennessee Business College, Jackson, Tenn., treasurer.

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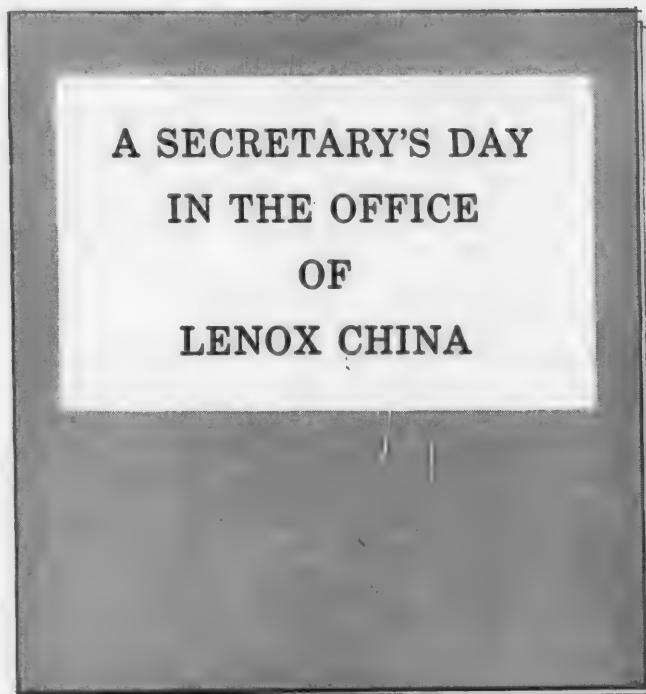
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## New Business Equipment

### Single-Element Typewriter

IBM has introduced a new electric typewriter that does not have a movable carriage and has no type bars. Instead of 44 separate type bars, the IBM Selectric has a single, sphere-shaped printing element that has 88 raised characters on its surface. When a key is depressed, the element rotates and tilts to place the proper character in printing position. Instead of the carriage and paper moving from right to left past the printing point, it remains stationary and the single sphere moves across the paper from left to right. (See pictures below.)

An additional feature is a "selective stroke storage system." If two keys are depressed almost simultaneously, the first will be typed and the machine will remember the second one for a fraction of a second and print it immediately after the first one.

The single element printing head clips into the machine and any of the six interchangeable type faces available can be removed or inserted in a few seconds. The ribbon (eight colors and styles available) is in a cartridge and can also be changed in a few seconds without touching the ribbon itself.

The machine's speed is up to 15½ characters a second (186 wpm). The company considers the Selectric valuable for instruction, since it does not



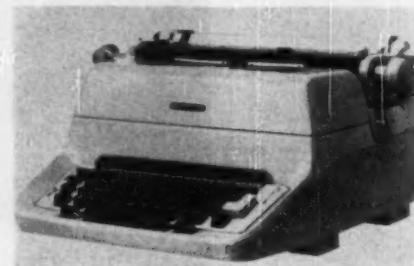
**ABOVE:** Outside view of the IBM Selectric; hand is holding the interchangeable printing head. **RIGHT:** Interior view showing the printing head in position in the typewriter. Ribbon is in a plastic cartridge. Printing head and ribbon cartridge, shown at right-hand margin of paper in photo, move across the paper (which remains stationary) as a line is typed.

require a regular rhythm for rapid typing.

School price of the 11-inch Selectric is \$275; the 15-inch model is \$320. (IBM's standard 13-inch electric typewriter has a school price of \$320.) Further information may be obtained from International Business Machines Corp., Electric Typewriter Division, 545 Madison Avenue, New York 22, N.Y.

### Electric Typewriter

Facit Inc. has introduced a new Swedish-made electric typewriter. Its features include a double tabulator



system, automatic repeat keys, interrupted carriage return and automatic motor cut-off.

List price of the Facit electric typewriter is \$425. Write to Facit Inc., 404 Park Avenue South, New York 16, N.Y., for further information.

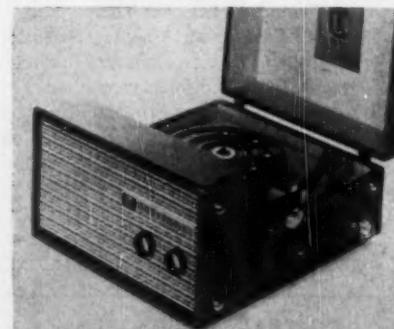
### Portable Phonograph

The Califone Jet 3J is a portable classroom phonograph with an 8-inch turntable and four speeds. It has separate tone and volume controls and provision for using headphones or an external speaker. It weighs 11 pounds. Net price is \$44.95. The Jet 3J is made by Rheem Califone Corp., 1020



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### Electric calculator

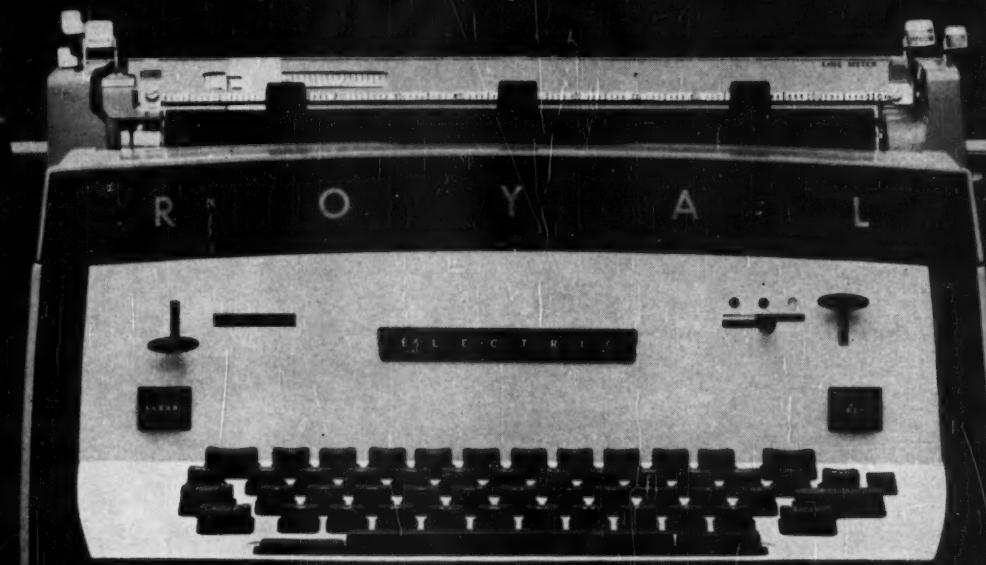
The Bohn Contex-20 will add, subtract, multiply and divide with an operating speed of 360 cycles a minute. It is the electric version of the manual Contex calculator that has been available for some time.

It weighs seven pounds and is small in size. List price is \$235. For further information, write to Bohn Duplicator Co., 444 Park Avenue South, New York 16, N.Y.

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